DOCUMENT RESUME

ED 091 969 HE 005 525

TITLE	Tenth Annual Report and Recommendations of the Maryland Council for Higher Education Presented to His Excellency, The Governor and The General Assembly of the State of Maryland.
INSTITUTION	Maryland Council for Higher Education, Annapolis.
PUB DATE	74
NOTE	84p.
EDRS PRICE	MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS	Annual Reports; Colleges; Community Colleges; Degrees (Titles); *Educational Finance; *Enrollment Trends; *Higher Education; Private Colleges; Statistical Data; *Student Costs; *Transfer Policy; Universities
IDENTIFIERS	*Maryland

ABSTRACT

This document presents the annual report and recommendations for the Maryland Council for Higher Education. Chapter I, recommendations, covers additional funding priorities, public aid to private higher education, transfer accreditation functions for higher education, charge back for community colleges, alternative ways for students who have participated in the tuition waiver for teacher education program to fulfill their 2-year teaching obligation through public service, student financial assistance, confidentiality of student records, recommendations as a result of the community college master plan, and funding of the Maryland Academic Library Center for Automated Processing. Chapter II, statistics, presents statistical data concerning enrollment at Maryland colleges and universities; rank order of fulltime undergraduate resident tuition and required fees; appropriations for public education; degrees granted; number of certificates conferred; and the number of associate, bachelor's, master's, doctorate, and first professional degrees conferred. Chapter III reviews the activities of the Maryland Council for Higher Education. (MJM)

ED 091969

ANNUAL REPORT AND RECOMMENDATIONS

MAY 23 1974

MARYLAND COUNCIL for HIGHER EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

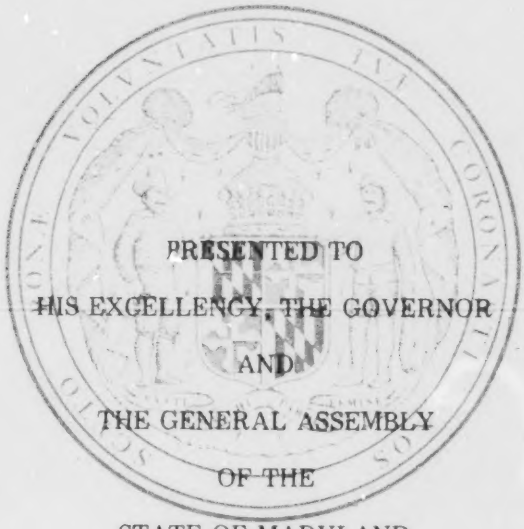
MCHE

To His Excellency, THE GOVERNOR
AND THE GENERAL ASSEMBLY OF THE STATE OF MARYLAND

ANNAPOLIS, 1974

ED 091969

TENTH ANNUAL REPORT
AND RECOMMENDATIONS
OF THE
MARYLAND COUNCIL FOR HIGHER EDUCATION



PRESENTED TO
HIS EXCELLENCY, THE GOVERNOR
AND
THE GENERAL ASSEMBLY
OF THE
STATE OF MARYLAND

1974
ANNAPOLIS, MARYLAND

STATE OF MARYLAND
MARYLAND COUNCIL FOR HIGHER EDUCATION

WILLIAM P. CHAFFINCH
Chairman

DR. HENRY C. WELCOME
Vice-Chairman

ELLERY B. WOODWORTH
Secretary

MRS. THELMA B. COX
MRS. GERTRUDE H. CRIST
MRS. MARILYN R. GOLDWATER
DR. R. LEE HORNBAKE
DON R. KENDALL
EDMUND C. MESTER
PHILIP PEAR
JOSEPH A. SELLINGER, S.J.
ALVIE G. SPENCER, JR.
HARRY K. WELLS

S T A F F

DR. WESLEY N. DORN
Executive Director

DR. JOSEPH F. KEIMIG
Associate Executive Director

DR. SHELDON H. KNORR
Assistant Executive Director

K. G. ROBINSON
Senior Specialist in Higher Education Facilities

WALTER R. LEWIS
Senior Specialist in Higher Education Finance

DR. MONTE P. SHEPLER
Senior Specialist in Higher Education Programs

EUGENE STANLEY
Senior Specialist in Higher Education Interstate and Inter-Institutional Relations

B. KERRY GUSTAFSON
Specialist in Higher Education Systems Planning

JOHN A. SABATINI, JR.
Associate Staff Specialist

93 MAIN STREET – ANNAPOLIS, MARYLAND 21401

The Honorable Marvin Mandel, Governor
State of Maryland
Executive Department
Annapolis, Maryland 21404

Your Excellency:

In accordance with the provisions of the laws of Maryland, the Maryland Council for Higher Education has the honor to present to you and the General Assembly its tenth *Annual Report*. Included in this document is the report of the Council's activities, the progress and results of studies undertaken or completed this year, and recommendations for the improvement of higher education in the State.

During the past year the Council undertook and completed a major study dealing with the financial needs of the Maryland private institutions. As a result of this study, the Council is proposing that eligible private institutions in Maryland receive support from the State based on the number of full-time equivalent students enrolled in the institution. Complete recommendations are given in Chapter One.

At your direction, the Council is expanding its activities to coordinate the Academic Common Market for Maryland higher education institutions as part of the Southern Regional Education Board agreement, to monitor and coordinate the Maryland Plan for Completing the Desegregation of its Public Postsecondary Education Institutions, and to assume the responsibilities of the State Postsecondary Education Commission established pursuant to the Federal Education Amendments of 1972.

The Council has completed an inventory and common classification of all degree programs offered by all the higher education institutions in Maryland, and expanded its data collection activity to include those proprietary institutions in Maryland offering postsecondary programs. Council Committees have been involved in a number of important activities such as allied health manpower planning, faculty workload, faculty collective bargaining, and implementation of higher education management systems.

The Council believes that the formulation of a Master Plan for the Community College segment is a significant step. The Council has reviewed the Community College Plan and finds some areas with which it disagrees. A full report and recommendations relating to the Plan are given in Chapter Three of this document.

The Council pledges its continued dedication to the task of planning and coordinating the orderly growth and development of postsecondary education in the State.

Respectfully yours,

W. P. Chaffinch

William P. Chaffinch
Chairman

TABLE OF CONTENTS

Council Membership ---------- iii

Letter of Transmittal to the Governor ---------- v

CHAPTER I - RECOMMENDATIONS

1. Additional Funding Priorities ---------- 1-1
2. Public Aid To Private Higher Education ---------- 1-3
3. Transfer Accreditation Functions For Higher Education to the Council For Higher Education ---------- 1-9
4. Charge Back For Community Colleges ---------- 1-10
5. Alternative Ways For Students Who Have Participated In The Tuition Waiver For Teacher Education Program To Fulfill Their Two Year Teaching Obligation Through Public Service Programs ---------- 1-11
6. Student Financial Assistance ---------- 1-16
7. Confidentiality Of Student Records ---------- 1-17
8. Recommendations As A Result Of The Community College Master Plan ---------- 1-18
9. Funding Of The Maryland Academic Library Center For Automated Processing (MALCAP) ---------- 1-19

CHAPTER II - STATISTICS ---------- 2-1

1. Enrollment At Maryland Colleges & Universities For Fall 1973 and Percentage Increase Over 1972 ---------- 2-2
2. Rank Order Of Full-Time Undergraduate Resident Tuition & Required Fees For Maryland Public Institutions, 1973 - 74 ---------- 2-4
3. Appropriations For Public Education Showing Allocation For Higher Education Operating Purposes For Fiscal Year 1974 With Percentage Increase Over Original Appropriation Fiscal Year 1973 ---------- 2-5
4. Degrees Granted:
   - Certificates ---------- 2-7
   - Associate ---------- 2-7
   - Bachelor's ---------- 2-8
   - Master's ---------- 2-9
   - Doctorate ---------- 2-10
   - First Professional ---------- 2-10
5. Number Of Certificates Conferred In Maryland Institutions Of Higher Education Between July 1, 1972 and June 30, 1973 ---- 2-11
6. Number Of Associate Degrees Conferred In Maryland Institutions Of Higher Education Between July 1, 1972 and June 30, 1973 ---------- 2-12

7. Number Of Bachelor's Degrees Conferred In Maryland Institutions Of Higher Education Between July 1, 1972 and June 30, 1973 ---- 2-13

8. Number Of Master's Degrees Conferred In Maryland Institutions Of Higher Education Between July 1, 1972 and June 30, 1973 ---- 2-14

9. Number Of Doctorate Degrees Conferred In Maryland Institutions Of Higher Education Between July 1, 1972 and June 30, 1973 ---- 2-15

10. Number Of First Professional Degrees Conferred In Maryland Institutions Of Higher Education Between July 1, 1972 and June 30, 1973 ---- 2-15

CHAPTER III - COUNCIL ACTIVITIES ---- 3-1

1. Study Of Private Higher Education In Maryland ---- 3-2
2. Faculty Collective Bargaining ---- 3-4
3. Faculty Workload Study ---- 3-6
4. Finance Committee ---- 3-8
5. Council Library Activities ---- 3-8
6. Academic Common Market ---- 3-10
7. Articulation ---- 3-11
8. Federal/State Relations ---- 3-18
9. Inter-Institutional Cooperation ---- 3-18
10. Inter-Institutional Planning And Management Systems Committee ---- 3-19
11. Committee To Study St. Mary's Master Plan ---- 3-21
12. Allied Health Manpower Committee ---- 3-21
13. Programs Approved During 1973 ---- 3-23
14. State Aid To Private Higher Education ---- 3-25
15. Higher Education Facilities ---- 3-27
16. Study Of The Statewide Master Plan For Community Colleges In Maryland 1973 - 1983 ---- 3-38

1973 COUNCIL PUBLICATIONS ---- 3-44

ANNUAL REPORT
Chapter I

RECOMMENDATIONS

I. RECOMMENDATIONS FOR ADDITIONAL FUNDING PRIORITIES

The Council recommends that the following three items in order of priority be funded for fiscal year 1975.

a. Expansion of educational opportunity for students through provision of:

1. "Other race" scholarships which allow for students with financial need of one race to attend an institution which has a majority of the other race making up its student body.

2. Compensatory programs which are developmental in nature and which are provided to serve students with inadequate preparation in an area of study in order to place those students in a competitive position with students having adequate prior preparation in that area.

3. Programs designed to provide access to educational opportunities for students who have been denied these opportunities because of geographic constraints through charge back and other mechanisms.

The State currently provides some "other race" scholarship funds to needy students as an incentive to attend campuses where they are in the minority. The Council believes that additional funds for this purpose must be provided. Once a student is attracted to a campus, frequently compensatory work of a developmental nature is necessary to provide the student with the background that will guard against excessive attrition rates. These programs are consistent with those being proposed by the Governor's Task Force for Completing the Desegregation of the Public Postsecondary Education Institutions in the State.

b. Providing equity for State College faculty in terms of the relative percentile standing of their salaries vis a vis the University and the Community Colleges.

The relative national percentile standing of the three segments of higher education in Maryland budgeted for fiscal 1974 is as follows:

National Percentile Standing

	Prof.	Assoc. Prof	Asst. Prof.	Inst.
University (Category I)	60	60	72	20
State Colleges (Category IIA)	42	38	40	41
Community Colleges (Category III)	69	73	67	71

The Council has set a relative national position of the 75th percentile of comparable institutions as the goal for faculty salaries in Maryland institutions. The State College faculty salaries have not progressed toward this goal as has the University and the Community Colleges. The Council recommends that funds be provided to the State Colleges for the purpose of increasing faculty salaries to a comparable percentile standing as exists at this time in the University. The estimated cost for this improvement is one million dollars.

c. Providing for progress of all faculty toward the goal of the 75th percentile of comparable institutions nationally.

The following estimated average salaries would allow for progress toward the 75th percentile goal on the five year timetable stated in the Council's ninth *Annual Report.*

Rank	Univ. Maryland	State Colleges
Professor	$25,453	$20,855
Associate Professor	18,496	16,878
Assistant Professor	14,980	14,168
Instructor	11,500	11,615

II. PUBLIC AID TO PRIVATE HIGHER EDUCATION

It is recommended that the existing program of State aid to private institutions of higher education be changed to be consistent with the following provisions:

a. Awards to private institutions be based on computed full-time-equivalent enrollment for the fall semester of the academic year previous to the fiscal year in which the award is made (Full-time-equivalent enrollment for the purpose to be computed by dividing the total number of fall semester credit hours generated by 15).

b. That the first year award be $243 per FTE student [15% of the State's general fund contribution at the four year public colleges for the fiscal year 1973-74 ($1,620)].

c. That the awards for subsequent years be increased by the Consumer Price Index computation applied to the State of Maryland Retirement Systems yearly.

This means that the base award of $243 will be multiplied by the computed FTE enrollment at a particular institution and that amount will be the 1973-74 award for the institution. Each subsequent year, the base factor of $243 will be changed by the Consumer Price Index computation applied to the State of Maryland Retirement Systems and then multiplied by that year's FTE enrollment at the institution.

d. Private higher education institutions desiring State support

for capital projects should submit their requests to the Maryland Council for Higher Education for such recommendations as may be appropriate. The requests should be in the same format and with the same justifications and supporting information as is required of the State Colleges and the University of Maryland.

e. State support should be limited to types of facilities and costs eligible for State funding at public institutions of higher education.

f. The State should provide interest subsidies for eligible projects if budgetary limitations preclude direct construction grants for the projects. The interest subsidy is recommended at 50% of the interest charges over 3%.

g. Priority consideration should be given to capital projects in accordance with the following criteria, listed in order of preference:

1. Urgent repairs, renovations, or projects necessary to enable the institution to continue at present level of operations.

2. Projects required to enable the institution to meet documented impending increases in enrollment.

3. Projects required to enable the institution to introduce new or revised programs approved by the Maryland Council for Higher Education.

4. Projects, including major renovations, which will enable the institution to reduce operating costs or improve and update the quality of education.

h. Private colleges and universities in Maryland, as a requirement for being eligible for State assistance, submit their proposed new programs or major alterations of programs to the Maryland Council for Higher Education for a recommendation regarding their initiation.

Basic Premises for Supporting Private Higher Education

Four basic premises underlie the general philosophy of public support of private higher education in Maryland.

First, it is imperative that the State preserve and strengthen the dual system of higher education which includes the private and public sectors. Strength is required in both sectors in order to provide adequate higher education opportunities to meet the varying needs of the citizens of Maryland.

Second, the private institutions of higher education must retain the autonomy which has been traditional in the past. Autonomy permits flexibility in meeting problems which is vital if we are to meet the needs of the future satisfactorily.

Third, the variety of educational opportunities available to the citizenry of Maryland should be preserved and enhanced together with the freedom of each citizen to choose the institution he or she wishes to attend. Diversity in objectives, environment, size, programs and sponsorship of institutions are major elements in assuring that students have freedom of choice.

Fourth, continued and increased participation by the private institutions of higher education in Maryland is essential for the optimum use of public funds for the support of higher education in the State. The savings to the State in tax dollars due to the existence of these institutions has contributed substantially to the welfare and well-being of all of the citizens in Maryland. These savings can be continued by assuring through modest State assistance of these institutions, their existence as private colleges and universities.

Basic Premises of the Aid Formula

First, that all institutions eligible under law should be permitted to participate in the program. (The question of the eligibility of those four institutions presently involved in the litigations, Roemer vs. Board of Public Works, will be settled by the courts.)

Second, that the awards should be based on the students enrolled rather than degrees produced. This is to include all students registered for credit courses whether residents or non-residents. The Committee believes that to base the awards on only Maryland residents is not justified since (1) Maryland is presently a "debtor" State, sending more students from Maryland out-of-State than we take in from other States; (2) many students who come to Maryland to receive their education remain after receiving their education and make their permanent homes here; and (3) the Committee feels that the plan should not foster provincialism which may weaken those institutions which are national in reputation and attractiveness to students.

Third, that the programs should be directly related to the tax dollars spent for support of public higher education. This will have the result of linking aid to private higher education directly to the State's commitment to public higher education in relationship to the service and savings the private institutions provide to the State.

Fourth, specific requirements such as size, faculty-student ratios, etc., should not be requirements for an institution to be eligible for aid.

Fifth, the institutions receiving State aid must continue to be accountable to the State for the expenditures of the aid received. This accountability

should remain at least at the level presently in force in the State.

Sixth, the aid proposed should be substantial enough to assure the continued operation of most, if not all, of these private institutions.

Cost of the Program

Table I shows the calculation of the awards as projected for the first year of the program 1973-74, and for 1976-77. For the purposes of these projections, the base award is inflated at 6% per year to 1976-77.

It should be pointed out that the excess over expenditures shown for four institutions in Table I results from uniform application of a 6% increase in expenditures which may not be reasonable for these institutions due to deferred maintenance, and other problems which have been ignored during the period of financial crisis.

PROPOSED BILL TO ACCOMPLISH RECOMMENDATIONS

A BILL ENTITLED

An Act To add new Section 66(e) to Article 77A of the Annotated Code of Maryland (1969 Replacement Volume and 1973 Supplement), title "Higher Education", subtitle "Aid to Nonpublic Institutions of Higher Education" to follow immediately after Section 66(d) thereof and to repeal Section 67 of the same Article, title and subtitle and to enact new Section 67 in lieu thereof, to stand in the place of the Section so repealed, to provide for an additional qualification which certain nonpublic institutions of higher education must meet in order to receive State aid apportionment and to alter the formula by which that State aid is computed.

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That Section 66(e) of Article 77A of the Annotated Code of Maryland (1969 Replacement Volume and 1973 Supplement), title "Higher Education", subtitle "Aid to Nonpublic Institutions of Higher Education", be and it is hereby added to Article 77A, and that Section 67 of the same Article, title and subtitle, be and it is hereby repealed and that new Section 67 be inserted in lieu thereof, to stand in the place of the Section so repealed, all to read as follows:

66 (E)

THE INSTITUTION MUST SUBMIT ALL NEW PROGRAMS OR MAJOR ALTERATIONS OF PROGRAMS TO THE MARYLAND COUNCIL FOR HIGHER EDUCATION FOR A RECOMMENDATION REGARDING THE INITIATION OF THE PROGRAM.

67

(The amount of the annual apportionment to each institution meeting the requirements of Section 66 of this subtitle shall be computed by multiplying by two hundred dollars the number of earned associate of arts degrees and by five hundred dollars (1) the number of earned bachelor's, and (2), to the extent that sufficient funds are provided in the annual State budget, the number of advanced degrees beyond baccalaureate, including first professional degrees, conferred in this State by such institution during the fiscal year next preceding the fiscal year for which such apportionment is made. To the extent that sufficient funds are not provided in the State budget for the full cost of (2) above, the amount per degree thereof shall be reduced on a pro rata basis. There shall be excluded from any such computation the number of seminarian or theological degrees conferred by the institution or any degree which is awarded in substitution of a previously earned degree.)

THE AMOUNT OF THE ANNUAL APPORTIONMENT TO EACH INSTITUTION MEETING THE REQUIREMENTS OF SECTION 66 OF THIS SUBTITLE SHALL BE COMPUTED BY MULTIPLYING BY TWO HUNDRED AND FORTY-THREE DOLLARS THE NUMBER OF FULL-TIME EQUIVALENT STUDENTS, AS COMPUTED

BY THE MARYLAND COUNCIL FOR HIGHER EDUCATION, ENROLLED BY SUCH INSTITUTION DURING THE FALL SEMESTER OF THE FISCAL YEAR NEXT PRECEDING THE FISCAL YEAR FOR WHICH SUCH APPORTIONMENT IS MADE. THE TWO HUNDRED AND FORTY-THREE BASE FACTOR IS TO BE ACCUMULATIVELY ADJUSTED YEARLY AFTER FISCAL 1973-74 BY MULTIPLYING THE BASE FACTOR BY THE CONSUMER PRICE INDEX COMPUTATION APPLIED YEARLY TO THE STATE OF MARYLAND RETIREMENT SYSTEMS. THERE SHALL BE EXCLUDED FROM ANY SUCH COMPUTATION THE NUMBER OF FULL-TIME EQUIVALENT STUDENTS ENROLLED IN SEMINARIAN OR THEOLOGICAL ACADEMIC PROGRAMS.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 1974.

III. TRANSFER ACCREDITATION FUNCTIONS FOR HIGHER EDUCATION TO THE COUNCIL FOR HIGHER EDUCATION

The 1972 General Assembly enacted legislation which made the Council for Higher Education the agency in the State responsible for coordinating the growth and development of higher education. The Council believes that part of its responsibility in higher education is now statutorily assigned to the Maryland State Department of Education – that of accreditation for institutions of higher education.

The Maryland State Board of Education agrees that the Council should have the responsibility for accreditation and has passed a resolution wishing to divest itself of the responsibility. However, legislation to accomplish the transfer to the Council introduced into the 1973 General Assembly became involved in a discussion of whether the responsibility dealt with all of education beyond the high school or that which has been traditionally recognized as "higher education" and the Bill was not acted upon. The Council, therefore, recommends that the Bill dealing with the transfer of accreditation for those institutions which are traditionally recognized as higher education

institutions from the State Department of Education to the Council be favorably considered by the 1974 General Assembly (1973 General Assembly, Senate Bill 579).

IV. CHARGE BACK FOR COMMUNITY COLLEGES

It is recommended that a statewide system of community college charge back be initiated under which students may attend community colleges outside their own political subdivisions to the extent that space is available. The student's subdivision pay that portion of the total operating cost of the college which is paid by the political subdivision for the college which the student attends. The student is eligible to attend an out-of-county college if the college offers a program not offered in the college of the home county, or if the home county does not have a community college. This recommendation is also concurred in by the State Board for Community Colleges.

The growth of the community colleges in Maryland is due in part to the offering of a technically oriented education to students who neither desire nor need a four-year college program. While these programs fill a definite need, they result in a substantial investment in specialized facilities and equipment, and a high cost per student. It is advantageous to extend the opportunity provided by a developed specialized program to as many students as possible, and not attempt to duplicate programs in other colleges where enrollments will be small.

Extension of programs beyond county boundaries at the present time results in the student paying not only his share of the cost, but also the share of the cost paid by the county. This additional cost of approximately $400 to the student is sufficiently high so as to effectively prohibit free movement of students to colleges offering specialized programs, and results in unnecessary duplication of programs and facilities in neighboring counties. Also, a small county not having a community college penalizes its residents by not making college opportunity available, or the county must operate a very

small college usually at a high cost. A system that allows for free movement of students across county lines for programs not offered in their home county needs to be initiated in Maryland. This system is known as "charge back".

There are three major benefits to a charge back system.

(a) The cost per student of the program is reduced by allowing for a broader base of student participation, thereby reducing the cost of the program to the subdivision.

(b) Unnecessary duplication of programs and facilities can be eliminated by sharing of facilities and programs among sub-divisions.

(c) A student can pursue a specialized program of his choice at the same cost as students pay in the county where the college is operated because the student's home county pays the county share of the operating cost plus an overhead fee for the use of the facilities.

V. ALTERNATIVE WAYS FOR STUDENTS WHO HAVE PARTICIPATED IN THE TUITION WAIVER FOR TEACHER EDUCATION PROGRAM TO FULFILL THEIR TWO YEAR TEACHING OBLIGATION THROUGH PUBLIC SERVICE PROGRAMS

During the past few years it has become increasingly difficult for college graduates who prepare themselves to teach and who have been subsidized by the State for that purpose to find teaching opportunities in Maryland which will enable them to fulfill their obligations to the State. Legislators have considered the plight of many of their constituents who entered such programs in good faith and who have made a reasonable attempt to find teaching positions in the State. Courts have also taken into account the need for relief under certain extenuating circumstances.

The Council recognizes the efforts of interested Legislators

to solve the problem of obligations to the State for tuition scholarships and waivers in a way that is equitable both to the taxpayers of the State and to the students themselves. The Council also recognizes the need for a consistent policy in granting equity to students who have made a reasonable effort to secure teaching positions as well as the lack of such a consistent policy to be followed by the various institutions at this time.

The following proposed legislation will accomplish the objectives of the Council in this area.

An Act concerning Higher Education – Tuition Waiver

FOR the purpose of authorizing certain students who attend or who graduated in 1974 from the State Colleges or the University of Maryland under a tuition waiver or remission of fees program to satisfy their obligation to teach in certain alternative ways, authorizing the Board of Trustees of the State Colleges and the Board of Regents of the University of Maryland to defer commencement of such obligation and to excuse liability thereunder under certain circumstances, and relating generally to the tuition waiver and remission of fees program.

BY adding to

Article *77A – Higher Education*
Section *12 (g-1), 12 (g-2), 12 (g-3), and 27 AE*
Annotated Code of Maryland (1969 Replacement Volume and 1973 Supplement).

12

(G-1) ANY STUDENT WHO IS ENROLLED IN OR WHO GRADUATES IN 1974 FROM A STATE COLLEGE UNDER THE TUITION WAIVER PROGRAM AUTHORIZED IN SUBSECTION (G), AND WHO HAS EXECUTED A CONTRACT TO TEACH IN THE PUBLIC SCHOOLS PURSUANT THERETO, MAY FULFILL HIS OBLIGATION TO THE STATE IN THE FOLLOWING MANNER:

(1) BY TEACHING IN A PUBLIC OR APPROVED NON-PUBLIC ELEMENTARY OR SECONDARY SCHOOL, OR COLLEGE, IN MARYLAND FOR THE TERM AND WITHIN THE PERIOD SPECIFIED IN HIS CONTRACT; OR

(2) BY ENGAGING IN A FULL-TIME TEACHING OR OTHER EDUCATION POSITION WITH (A) A PUBLIC ELEMENTARY OR SECONDARY SCHOOL, OR COLLEGE, IN ANY STATE WHICH IS PARTY TO THE INTERSTATE AGREEMENT ON QUALIFICATION OF EDUCATIONAL PERSONNEL, (B) A LICENSED DAY-CARE CENTER IN MARYLAND, (C) ANY AGENCY OF THE STATE OF MARYLAND OR A POLITICAL SUBDIVISION OF THE STATE, OR (D) AN APPROVED VOCATIONAL OR TECHNICAL SCHOOL IN MARYLAND, FOR THE TERM AND WITHIN THE PERIOD SPECIFIED IN HIS CONTRACT.

(G-2) THE BOARD OF TRUSTEES MAY, AS TO ANY STUDENT GRADUATING IN OR AFTER 1974:

(1) DEFER COMMENCEMENT OF A TUITION WAIVER CONTRACT OBLIGATION FOR THE FIRST SCHOOL YEAR AFTER GRADUATION UPON A SHOWING THAT (A) THE STUDENT HAS MADE A BONA-FIDE EFFORT TO OBTAIN AN EMPLOYMENT NECESSARY TO FULFILL HIS OBLIGATION. (B) HE HAS NOT BEEN ACCEPTED FOR SUCH EMPLOYMENT, AND (C) HE HAS BEEN REFUSED SUCH EMPLOYMENT BY AT LEAST FOUR LOCAL SCHOOL BOARDS IN MARYLAND;

(2) EXCUSE ONE-HALF OF THE STUDENT'S CONTRACTUAL LIABILITY UPON A SHOWING THAT WITHIN ONE YEAR AFTER GRADUATION, (A) THE STUDENT HAS MADE A BONA-FIDE EFFORT TO OBTAIN AN EMPLOYMENT NECESSARY TO FULFILL HIS OBLIGATION, (B) HE HAS NOT BEEN ACCEPTED FOR SUCH EMPLOYMENT, AND (C) HE HAS BEEN REFUSED SUCH EMPLOYMENT BY AT LEAST SEVEN ELIGIBLE PROSPECTIVE EMPLOYERS, OF WHICH FOUR SHALL BE LOCAL SCHOOL BOARDS IN MARYLAND;

(3) EXCUSE THE BALANCE OF THE STUDENT'S CON-

TRACTUAL LIABILITY UPON A SHOWING THAT, DURING THE SECOND YEAR AFTER GRADUATION, (A) THE STUDENT HAS MADE A BONA-FIDE EFFORT TO OBTAIN AN EMPLOYMENT NECESSARY TO FULFILL HIS OBLIGATION, (B) HE HAS NOT BEEN ACCEPTED FOR SUCH EMPLOYMENT, AND (C) HE HAS BEEN REFUSED SUCH EMPLOYMENT BY AT LEAST SEVEN ELIGIBLE PROSPECTIVE EMPLOYERS, OF WHICH FOUR SHALL BE LOCAL BOARDS IN MARYLAND;

(G-3) THE BOARD OF TRUSTEES MAY PROMULGATE RULES TO IMPLEMENT THE PROVISIONS OF SECTIONS (G-1) AND (G-2), INCLUDING A DEFINITION OF WHAT CONSTITUTES A BONA-FIDE EFFORT TO OBTAIN EMPLOYMENT.

27 AE

(A) ANY STUDENT WHO IS ENROLLED IN OR WHO GRADUATES IN 1974 FROM THE UNIVERSITY UNDER THE TEACHER REMISSION OF FIXED FEES PROGRAM AND WHO HAS EXECUTED A CONTRACT TO TEACH IN THE PUBLIC SCHOOLS PURSUANT THERETO, MAY FULFILL HIS OBLIGATION TO THE STATE IN THE FOLLOWING MANNER:

(1) BY TEACHING IN A PUBLIC OR APPROVED NON-PUBLIC ELEMENTARY OR SECONDARY SCHOOL, OR COLLEGE, IN MARYLAND FOR THE TERM AND WITHIN THE PERIOD SPECIFIED IN HIS CONTRACT; OR

(2) BY ENGAGING IN A FULL-TIME TEACHING OR OTHER EDUCATION POSITION WITH (A) A PUBLIC ELEMENTARY OR SECONDARY SCHOOL, OR COLLEGE, IN ANY STATE WHICH IS PARTY TO THE INTERSTATE AGREEMENT ON QUALIFICATION OF EDUCATIONAL PERSONNEL, (B) A LICENSED DAY-CARE CENTER IN MARYLAND, (C) ANY AGENCY OF THE STATE OF MARYLAND OR A POLITICAL SUBDIVISION OF THE STATE, OR (D) AN APPROVED VOCATIONAL OR TECHNICAL SCHOOL IN MARYLAND, FOR THE TERM AND WITHIN THE PERIOD SPECIFIED IN HIS CONTRACT.

(B) THE BOARD OF REGENTS MAY, AS TO ANY STUDENT GRADUATING IN OR AFTER 1974:

(1) DEFER COMMENCEMENT OF A TUITION WAIVER CONTRACT OBLIGATION FOR THE FIRST SCHOOL YEAR AFTER GRADUATION UPON A SHOWING THAT (A) THE STUDENT HAS MADE A BONA-FIDE EFFORT TO OBTAIN EMPLOYMENT NECESSARY TO FULFILL HIS OBLIGATION, (B) HE HAS NOT BEEN ACCEPTED FOR SUCH EMPLOYMENT, AND (C) HE HAS BEEN REFUSED SUCH EMPLOYMENT BY AT LEAST FOUR LOCAL SCHOOL BOARDS IN MARYLAND;

(2) EXCUSE ONE-HALF OF THE STUDENT'S CONTRACTUAL LIABILITY UPON A SHOWING THAT, WITHIN ONE YEAR AFTER GRADUATION, (A) THE STUDENT HAS MADE A BONA-FIDE EFFORT TO OBTAIN AN EMPLOYMENT NECESSARY TO FULFILL HIS OBLIGATION, (B) HE HAS NOT BEEN ACCEPTED FOR SUCH EMPLOYMENT, AND (C) HE HAS BEEN REFUSED SUCH EMPLOYMENT BY AT LEAST SEVEN ELIGIBLE PROSPECTIVE EMPLOYERS, OF WHICH FOUR SHALL BE LOCAL SCHOOL BOARDS IN MARYLAND;

(3) EXCUSE THE BALANCE OF THE STUDENT'S CONTRACTUAL LIABILITY UPON A SHOWING THAT, DURING THE SECOND YEAR AFTER GRADUATION, (A) THE STUDENT HAS MADE A BONA-FIDE EFFORT TO OBTAIN AN EMPLOYMENT NECESSARY TO FULFILL HIS OBLIGATION, (B) HE HAS NOT BEEN ACCEPTED FOR SUCH EMPLOYMENT, AND (C) HE HAS BEEN REFUSED SUCH EMPLOYMENT BY AT LEAST SEVEN ELIGIBLE PROSPECTIVE EMPLOYERS, OF WHICH FOUR SHALL BE LOCAL SCHOOL BOARDS IN MARYLAND.

(C) THE BOARD OF REGENTS MAY PROMULGATE RULES TO IMPLEMENT THE PROVISIONS OF THIS SECTION, INCLUDING A DEFINITION OF WHAT CONSTITUTES A BONA-FIDE EFFORT TO OBTAIN EMPLOYMENT.

VI. STUDENT FINANCIAL ASSISTANCE

It is recommended that the present student financial assistance programs be reorganized into a coordinated system of student financial assistance, based on the "package approach" which utilizes to the fullest extent federal funds available for this purpose, grant funds available to the institutions, loans available from banks participating in the Maryland Higher Education Loan Corporation programs, job opportunities, and State grants to needy students based on a uniform needs analysis system.

The program of financial assistance should be structured according to the following guidelines:

a. The present patchwork system should be replaced by a comprehensive student assistance program which is flexible enough to adjust to present and future Federal aids.

b. A uniform system of analyzing the need of each student should be established.

c. State assistance should be provided only to students who can meet these need criteria. The only other requirement should be admission to an approved post-high school institution.

d. Students attending any approved postsecondary public, private or vocational-technical institution should be eligible for assistance.

e. Primary emphasis should be placed on student self-help and loans.

f. The current scholarship programs – except for specialized scholarships for war orphans, firemen and their orphans, medical students, teachers of the deaf, and "other race" students under the Desegregation Plan – should be phased out. The funds now used for these scholarships would be used for grants to students whose need cannot be satisfied through loans.

g. These grants should go only to students attending Maryland institutions, except for those attending out-of-state colleges under special agreements. And although loans would be available to any student, grants should not be provided to graduate students other than those in fields in which the State faces critical needs.

h. The grant money would be allocated to each institution, public and private, based on a formula determined by the aggregate need of all the students at that institution.

i. The administration of all State assistance programs should be consolidated under the direction of the Maryland Council for Higher Education. The financial aid officer of each institution, however, would decide on the appropriate mix of loans, work-study and grants for each student at that institution. This approach would allow the person most familiar with each student's individual circumstances to tailor a "package" to that student's needs.

The Council introduced the "package approach" concept of student financial assistance in its 1967 Annual Report and has supported a recommendation embodying that concept several times since. Basically the aid "package" makes it possible for a student to receive a combination of self-help and work, parents' contributions, loans, scholarships, and grants based on need to pay for his college education. This "package" system of delivering financial assistance makes possible the most effective and efficient use of the available funds by assuring that a general grant does not go to a student who can qualify for an "earmarked" grant. The above listed recommendations provide a realistic method of accomplishing the State's student financial assistance objectives, and makes existing State financial aid funds available to a greater number of students.

VII. CONFIDENTIALITY OF STUDENT RECORDS

The confidentiality of student's records should be provided

by stature with the provision that access be provided to the Council for Higher Education in order to carry out the purposes of Article 77A, Section 30.

The Council believes that Senate Bill 6 considered by the 1973 General Assembly providing for confidentiality of student records is a needed safeguard against invasion of student privacy. The evaluation of the effectiveness of the student transfer policies established by the Council in 1973, as well as various studies performed by the Council from time to time make necessary the provision that the Council have access to student records. The Council assures that no individual student will be identified in the results of its studies.

VIII. RECOMMENDATIONS AS A RESULT OF THE COMMUNITY COLLEGE MASTER PLAN

The Council makes the following recommendations as a result of reviewing *the Statewide Master Plan for Community Colleges in Maryland 1973 - 1983.* The Council's complete report is given in Chapter III.

Recommendations

The Committee recommends that:

1. The State Board for Community Colleges in conjunction with the Council undertake a study to establish the specific objectives of the State with respect to the Community Colleges.

2. The State Board for Community Colleges and the Council propose a new system of State funding that will allow for accomplishment of the State's specific objectives for Community Colleges and will allow for priority setting among the three segments of public higher education.

3. The State Board for Community Colleges and the Council undertake a study to identify viable alternatives to charge back legislation which will provide for increased student access to unique programs in Community Colleges in Maryland.

4. Copies of this report be sent to the Governor, the General Assembly, and State Board for Community Colleges, other segments of higher education, State agencies concerned with higher education, and the Rosenberg Commission.

IX. FUNDING OF THE MARYLAND ACADEMIC LIBRARY CENTER FOR AUTOMATED PROCESSING (MALCAP)

The Council recommends that MALCAP, aimed at implementing a system of coordinated purchasing, cataloging and inter-library services, be funded by the State by an appropriation to the Board of Public Works so that this vital phase of higher education library coordination can become Statewide and encompass all private as well as public higher education library resources in the State. A complete report is given in Chapter III.

Chapter II

STATISTICS

Enrollments

The total number of full-time and part-time students in Maryland Institutions of Higher Education reached 176,865 in the fall of 1973, an increase of 4.7% over 1972's total of 168,846. Of these, 99,669 or 56.4% were full-time students and 77,196 were part-time students.

A total of 58,717 students or 33.2% of the State total attended public community colleges; 17.9% of the students attended State Colleges; 30.8% of the students attended various branches of the University of Maryland and private colleges and universities served 18.1% of the students.

Table 2-1 indicates that the full-time equivalent enrollment in all colleges in Maryland increased 2.7% from 1972 to 1973. The increase in public institutions was 3.2%.

Tuition and Fees in Maryland Public Colleges and Universities

Table 2-2 shows that total tuition in Maryland Public Colleges ranges from a high of $689 at the University of Maryland at the College Park Campus to a low of $249 at Dundalk Community College.

Appropriations for Higher Education

The appropriations for public education for fiscal year 1974 are shown in Table 2-3. The increase for higher education from State General Funds for fiscal 1974 over 1973 was $13.6 million or 9.6%.

TABLE 2-1
ENROLLMENT AT MARYLAND COLLEGES & UNIVERSITIES FOR FALL 1973 AND PERCENTAGE INCREASE OVER 1972

	TOTAL 1972 FTE	1973 Undergraduate Full Time	Part Time	Total	1973 Graduate Full Time	Part Time	Total	Total 1973 FTE	% FTE Increase
COMMUNITY COLLEGES:									
Allegany Community College	917	794	400	1194	-	-	-	927	1.1
Anne Arundel Comm. College	2256	1634	2520	4154	-	-	-	2474	9.7
Catonsville Community College	4194	2588	5474	8062	-	-	-	4413	5.2
Cecil Community College	351	238	535	773	-	-	-	416	18.5
Charles County Community College	633	417	916	1333	-	-	-	722	14.1
Chesapeake College	412	281	368	649	-	-	-	404	- 1.9
Comm. College of Baltimore	4177	2345	4902	7247	-	-	-	3979	- 4.7
Dundalk Community College	303	247	818	1065	-	-	-	520	71.6
Essex Community College	3518	2790	3491	6281	-	-	-	3954	12.4
Frederick Community College	671	494	750	1244	-	-	-	744	10.9
Garrett Community College	152	126	121	247	-	-	-	166	9.2
Hagerstown Junior College	1003	786	825	1611	-	-	-	1061	5.8
Harford Junior College	1501	998	1565	2563	-	-	-	1520	1.3
Howard Community College	523	416	917	1333	-	-	-	722	38.0
Montgomery Coll.-Rockville	5729	4944	4334	9278	-	-	-	6389	11.5
Montgomery Coll.-Takoma Park	1685	1127	1303	2430	-	-	-	1561	- 7.4
Prince George's Comm. College	4930	3845	5408	9253	-	-	-	5648	14.6
TOTAL COMMUNITY COLLEGES	32955	24070	34647	58717	-	-	-	35620	8.1
STATE COLLEGES:									
Bowie State College	2012	1718	486	2204	46	986	1032	2255	12.1
Coppin State College	2299	1629	613	2242	75	710	785	2145	- 6.7
Frostburg State College	2634	2625	116	2741	11	420	431	2815	6.9
Morgan State College	5136	3865	1105	4970	171	844	1015	4686	- 8.8
Salisbury State College	1890	1853	378	2231	-	443	443	2127	12.5
St. Mary's College of Maryland	954	960	115	1075	-	-	-	998	4.6
Towson State College	8309	7076	3915	10991	30	1429	1459	8887	7.0
TOTAL STATE COLLEGES	23234	19726	6728	26454	333	4832	5165	23913	2.9
UNIVERSITY OF MARYLAND:									
U. of Maryland - College Park	30460	23722	2570	26292	3690	3417	7107	29408	- 3.5
U. of Maryland - Baltimore City	3747	1360	17	1377	2414	343	2757	3894	3.9
U. of Maryland - Baltimore County	4391	4660	404	5064	9	41	50	4817	9.7

Un. of Maryland - Eastern Shore	773	890	151	1041	-	-	-	940	21.6
Un. of Maryland - Univ. College	3813	457	9807	10264	34	539	573	3940	3.3
TOTAL UNIV. OF MARYLAND	43184	31089	12949	44038	6147	4340	10487	42999	- 0.4
TOTAL PUBLIC	99373	74885	54324	129209	6480	9172	15652	102532	3.2
2-YEAR PRIVATE									
Bay College of Maryland	328	502	113	615	-	-	-	540	64.6
Ocean City College	64	54	46	100	-	-	-	69	7.8
Villa Julie College	254	285	65	350	-	-	-	307	20.9
TOTAL 2-YEAR PRIVATE	716	841	224	1065	-	-	-	916	27.9
4-YEAR PRIVATE									
Baltimore Hebrew College	86	70	-	70	50	1	51	120	39.5
Capitol Inst. of Technology	194	123	137	260	-	-	-	169	-12.9
Columbia Union College	766	662	160	822	-	-	-	715	- 6.7
Goucher College	990	917	51	968	8	6	14	944	- 4.6
Hood College	605	545	76	621	14	149	163	634	4.8
Johns Hopkins University	5973	2151	2885	5036	2124	2378	4502	6029	0.9
Loyola College	2366	1422	678	2100	150	1325	1475	2240	- 5.3
Md. Inst. College of Art	1002	926	113	1039	68	24	92	1040	3.8
Mt. St. Mary's College	1240	1164	51	1215	31	2	33	1213	- 2.2
Ner Israel Rabbinical Coll.	318	185	3	188	149	8	157	338	6.3
College of Notre Dame of Md.	590	555	169	724	-	-	-	611	3.6
Peabody Consv. of Music	338	254	103	357	61	36	97	361	6.8
St. John's College	370	368	1	369	-	-	-	368	- 0.5
St. Mary's Seminary & Univ.	622	189	5	194	293	132	425	528	-15.1
University of Baltimore	2929	1525	2451	3976	878	566	1444	3409	16.4
Washington Bible College	503	317	657	974	30	13	43	570	13.3
Washington College	801	744	40	784	-	119	119	797	- 0.5
Washington Theological Coalition	241	-	-	-	244	24	268	252	4.6
Western Maryland College	1519	1197	24	1221	49	1089	1138	1617	6.5
TOTAL 4-YEAR PRIVATE	21902	13314	7604	20918	4149	5872	10021	21955	0.2
TOTAL PRIVATE	22618	14155	7828	21983	4149	5872	10021	22871	1.1
TOTAL PUBLIC & PRIVATE	121991	89040	62152	151192	10629	15044	25673	125403	2.8
U. S. SERVICE ACADEMY:									
Naval Academy	4170	4217	-	4217	-	-	-	4217	1.1
GRAND TOTAL	126161	93257	62152	155409	10629	15044	25673	129620	2.7

SOURCE: HEGIS VIII

TABLE 2-2

Rank Order Of Full-Time Undergraduate
Resident Tuition & Required Fees For
Maryland Public Institutions, 1973-74

Institution	Tuition And Required Fees
1. University of Maryland-College Park	$698.00
2. University of Maryland-Baltimore Co.	698.00
3. University of Maryland-Baltimore City	650.00
4. Morgan State College	649.00
5. Frostburg State College	636.00
6. Bowie State College	570.00
7. Salisbury State College	560.00
8. Towson State College	546.00
9. Coppin State College	520.00
10. St. Mary's College of Maryland	460.00
11. Montgomery College	400.00
12. Charles County Community College	366.00
13. Chesapeake College	350.00
14. Harford Community College	350.00
15. Howard Community College	350.00
16. University of Maryland-Eastern Shore	345.00
17. Community College of Baltimore	341.50
18. Cecil Community College	340.00
19. Garrett Community College	340.00
20. Hagerstown Community College	336.00
21. Anne Arundel Community College	332.00
22. Prince George's Community College	315.00
23. Allegany Community College	300.00
24. Frederick Community College	300.00
25. Catonsville Community College	255.00
26. Essex Community College	250.00
27. Dundalk Community College	249.00

SOURCE: MCHE Reports On File As Reported By The Institution

TABLE 2-3

Appropriations For Public Education Showing Allocation For Higher Education Operating Purposes For Fiscal Year 1974 With Percentage Increase Over Original Appropriation Fiscal Year 1973

Item	General Fund			Total[a]		
	1973	1974	% Change	1973	1974	% Change
St. Mary's College	1,899,615	2,062,463	9.1	2,880,679	3,094,078	7.4
University of Maryland	88,452,220	96,756,531	9.4	137,621,353	151,139,517	9.8
State Scholarship Board	4,041,461	4,103,928	1.5	4,166,461	4,228,928	1.5
State Colleges:						
Bowie	4,295,985	4,303,183	0.2	6,527,610	8,649,572	32.5
Coppin	2,826,297	3,319,588	17.5	3,454,778	6,144,403	77.9
Frostburg	4,913,963	4,971,838	1.2	8,239,866	9,295,805	12.8
Morgan	7,446,597	7,628,435	2.4	13,096,925	15,097,080	15.3
Salisbury	2,985,581	3,149,496	5.5	4,421,920	5,102,988	15.4
Towson	9,977,451	10,736,026	7.6	16,932,284	19,216,898	13.5
Board of Trustees	1,256,902	2,159,559	71.8	1,256,902	2,159,559	71.8
Maryland Council for Higher Education	334,753	385,753	15.2	334,753	420,753	25.7
Maryland Higher Education Loan Corp.	354,407	436,503	23.2	354,407	436,503	23.2
State Board for Community Colleges	26,798,719	30,523,190	13.9	26,798,719	30,523,190	13.9
Total Higher Education	155,573,951	170,536,493	9.6	226,086,657	255,509,274	13.0
All Other Education	386,985,452	400,558,780	3.5	449,387,852	473,579,255	5.4
Total Public Education	542,559,403	571,095,273	5.3	675,474,509	729,088,529	7.9

SOURCE: Based on the Fiscal Digest of the State of Maryland for Fiscal Years 1973-1974

NOTE: [a]Includes General, Special, and Federal Funds.

Degrees Conferred

The Council requires the colleges and universities of the State to submit statistical information which covers the full range of the institution's activities. The certificates and degrees awarded annually by the colleges and universities, constitute an important frame of reference for an evaluation of the institutions academic efficiency in meeting the social and economic needs of the State within the scope of the financial resources which they are allocated. Consequently, data on certificate and degree production are provided the institutions and interested State officials, but under no circumstances is such data to be accepted as the sole criteria for determining the value of the contributions and services which the institutions render to the citizens of the State.

Tables 2-4 through 2-15 give detailed information on degrees and certificates awarded in Maryland institutions of higher education between July 1, 1972 and June 30, 1973.

Other Higher Education Data

Additional detailed data is available upon request from the Council in its publication *Higher Education Data Book 1972-73.*

TABLE 2-4

Number of Certificates Conferred in Maryland Institutions of Higher Education Between July 1, 1972 and June 30, 1973 By Major Field of Study, By Segment

Major Field of Study	Public			Private	Total
	Two Year	Four Year	University		
Arts & Science	3	--	--	63	66
Business & Comm. Tech.	33	--	--	35	68
Data Processing Tech.	15	--	--	--	15
Health Services	22	--	--	--	22
Mechanical & Engr. Tech.	100	--	--	--	100
Natural Science Tech.	--	--	29	--	29
Public Service Related Tech.	74	--	--	4	78
TOTAL	247	--	29	102	378

SOURCE: HEGIS VIII

TABLE 2-5

Number of Associate Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1972 and June 30, 1973 By Major Field of Study, By Segment

Major Field of Study	Public			Private	Total
	Two Year	Four Year	University		
Arts & Science	2881	--	226	145	3252
Business & Comm. Tech.	370	--	--	34	404
Data Processing Tech.	150	--	--	--	150
Health Services	836	--	--	29	865
Mechanical & Engr. Tech.	140	--	--	--	140
Natural Science Tech.	27	--	--	--	27
Public Service Related Tech.	449	--	--	13	462
TOTAL	4853	--	226	221	5300

SOURCE: HEGIS VIII

TABLE 2-6

Number of Bachelor's Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1972 and June 30, 1973
By Major Field of Study, By Segment

Major Field of Study	Public		Private	Total
	Four Year	University		
Agriculture & Natural Resources	--	138	--	138
Architecture & Environ. Design	--	27	10	37
Area Studies	--	79	26	105
Biological Sciences	143	276	190	609
Business & Management	333	654	823	1810
Communications	19	161	--	180
Computer & Info. Sciences	--	57	35	92
Education	1494	1279	301	3074
Engineering	--	317	215	532
Fine & Applied Arts	63	240	250	553
Foreign Languages	53	87	99	239
Health Professions	47	570	120	737
Home Economics	27	118	35	180
Law	--	--	7	7
Letters	214	406	292	912
Mathematics	164	93	76	333
Military Science	--	20	--	20
Physical Science	36	123	73	232
Psychology	200	433	180	813
Public Affairs & Services	50	122	72	244
Social Sciences	713	1121	764	2598
Theology	--	--	90	90
Interdisciplinary Studies	10	842	294	1146
TOTAL	3566	7163	3952	14681

SOURCE: HEGIS VIII

TABLE 2-7

Number of Master's Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1972 and June 30, 1973 By Major Field of Study, By Segment

Major Field of Study	Public		Private	Total
	Four Year	University		
Agriculture & Natural Resources	--	29	--	29
Architecture & Environ. Design	15	--	--	15
Area Studies	--	17	2	19
Biological Sciences	2	30	8	40
Business & Management	57	59	158	274
Communications	3	3	--	6
Computer & Info. Sciences	--	37	7	44
Education	709	463	483	1655
Engineering	--	116	51	167
Fine & Applied Arts	--	11	55	66
Foreign Languages	--	19	11	30
Health Professions	5	94	202	301
Home Economics	--	27	--	27
Letters	12	104	66	182
Library Science	--	193	--	193
Mathematics	21	34	10	65
Physical Sciences	--	55	39	94
Psychology	14	23	46	83
Public Affairs & Services	--	202	--	202
Social Sciences	34	126	156	316
Theology	--	--	107	107
Interdisciplinary Studies	31	--	155	186
TOTAL	903	1642	1556	4101

SOURCE: HEGIS VIII

TABLE 2-8

Number of Doctorate Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1972 and June 30, 1973
By Major Field of Study, By Segment

Major Field of Study	Public University	Private	Total
Agriculture & Natural Resources	8	--	8
Area Studies	1	4	5
Biological Sciences	36	32	68
Business & Management	8	--	8
Computer & Info. Sciences	--	1	1
Education	102	3	105
Engineering	33	34	67
Fine & Applied Arts	3	9	12
Foreign Languages	5	13	18
Health Professions	5	22	27
Letters	10	19	29
Library Science	1	--	1
Mathematics	11	8	19
Physical Sciences	75	35	110
Psychology	21	5	26
Public Affairs & Services	1	--	1
Social Sciences	44	53	97
Interdisciplinary Studies	--	18	18
Theology	--	3	3
TOTAL	364	259	623

SOURCE: HEGIS VIII

TABLE 2-9

Number of First Professional Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1972 and June 30, 1973
By Major Field of Study, By Segment

Major Field of Study	Public University	Private	Total
Dentistry, D.D.S. or D.M.D.	100	--	100
Medicine, M.D.	139	110	249
Law	239	278	517
Theological Professions	--	13	13
TOTAL	478	401	879

SOURCE: HEGIS VIII

TABLE 2-10

Number of Certificates Conferred in Maryland Institutions of Higher Education Between July 1, 1972 and June 30, 1973

Institution	Men	Women	Total
Allegany Community College	1	--	1
Anne Arundel Community College	3	--	3
Charles County Community College	92	12	104
Chesapeake College	4	9	13
Community College of Baltimore	10	16	26
Essex Community College	1	1	2
Frederick Community College	5	5	10
Hagerstown Junior College	--	1	1
Harford Community College	48	11	59
Montgomery College - Rockville	3	15	18
Montgomery College - Takoma Park	--	6	6
Prince George's Community College	--	4	4
TOTAL COMMUNITY COLLEGE	167	80	247
University of Maryland - College Park	28	1	29
TOTAL UNIVERSITY OF MARYLAND	28	1	29
TOTAL PUBLIC	195	81	276
Baltimore Hebrew College	--	11	11
Johns Hopkins University	22	22	44
Ner Israel Rabbinical College	10	--	10
University of Baltimore	35	2	37
TOTAL PRIVATE 4 YEAR COLLEGE	67	35	102
TOTAL PRIVATE	67	35	102
TOTAL PUBLIC AND PRIVATE	262	116	378

SOURCE: HEGIS VIII

TABLE 2-11

Number of Associate Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1972 and June 30, 1973

Institution	Men	Women	Total
Allegany Community College	55	114	169
Anne Arundel Community College	152	123	275
Catonsville Community College	405	297	702
Cecil Community College	25	17	42
Charles County Community College	44	45	89
Chesapeake College	61	47	108
Community College of Baltimore	412	411	823
Dundalk Community College	9	16	25
Essex Community College	283	222	505
Frederick Community College	71	49	120
Garrett Community College	4	12	16
Hagerstown Junior College	126	98	224
Harford Community College	128	132	260
Howard Community College	13	20	33
Montgomery College - Rockville	330	223	553
Montgomery College - Takoma Park	104	157	261
Prince George's Community College	355	293	648
TOTAL COMMUNITY COLLEGE	2577	2276	4853
University of Maryland - University College	183	43	226
TOTAL UNIVERSITY OF MARYLAND	183	43	226
TOTAL PUBLIC	2760	2319	5079
Columbia Union College	--	12	12
Johns Hopkins University	33	2	35
University of Baltimore	1	--	1
TOTAL PRIVATE 4 YEAR COLLEGE	34	14	48
Bay College of Maryland	42	31	73
Ocean City College	16	4	20
Villa Julie College	--	80	80
TOTAL PRIVATE 2 YEAR	58	115	173
TOTAL PRIVATE	92	129	221
TOTAL PUBLIC AND PRIVATE	2852	2448	5300

SOURCE: HEGIS VIII

TABLE 2-12

Number of Bachelor's Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1972 and June 30, 1973

Institution	Men	Women	Total
Bowie State College	112	134	246
Coppin State College	44	203	247
Frostburg State College	239	298	537
Morgan State College	305	461	766
Salisbury State College	122	199	321
St. Mary's College of Maryland	74	62	136
Towson State College	542	771	1313
TOTAL STATE COLLEGE	1438	2128	3566
University of Md. - Balt. City	85	446	531
University of Md. - Balt. Co.	319	259	578
University of Md. - College Park	2796	2291	5087
University of Md. - Eastern Shore	81	54	135
University of Md. - Univ. College	693	139	832
TOTAL UNIVERSITY OF MARYLAND	3974	3189	7163
TOTAL PUBLIC	5412	5317	10729
Baltimore Hebrew	1	1	2
Capitol Institute of Technology	68	--	68
Columbia Union College	103	74	177
Goucher College	--	230	230
Hood College	3	123	126
Johns Hopkins University	679	94	773
Loyola College	279	105	384
Maryland Institute Coll. of Art	72	107	179
Mt. St. Mary's College	305	12	317
Ner Israel Rabbinical College	24	--	24
College of Notre Dame	--	166	166
Peabody Conservatory of Music	21	21	42
St. John's College	38	33	71
St. Joseph College	--	116	116
St. Mary's Seminary & University	60	--	60
University of Baltimore	736	49	785
Washington Bible College	16	12	28
Washington College	98	62	160
Western Maryland College	118	126	244
TOTAL PRIVATE 4 YEAR	2621	1331	3952
TOTAL PRIVATE	2621	1331	3952
TOTAL PUBLIC AND PRIVATE	8033	6648	14681

SOURCE: HEGIS VIII

TABLE 2-13

Number of Master's Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1972 and June 30, 1973

Institution	Men	Women	Total
Bowie State College	58	55	113
Coppin State College	93	105	198
Frostburg State College	64	27	91
Morgan State College	117	96	213
Salisbury State College	23	17	40
Towson State College	92	156	248
TOTAL STATE COLLEGE	447	456	903
University of Md. - Balt. City	66	233	299
University of Md. - Balt. Co.	3	--	3
University of Md. - College Park	671	669	1340
TOTAL UNIVERSITY OF MARYLAND	740	902	1642
TOTAL PUBLIC	1187	1358	2545
Goucher College	1	7	8
Hood College	4	3	7
Johns Hopkins University	567	392	959
Loyola College	171	134	305
Maryland Institute Coll. of Art	24	23	47
Mt. St. Mary's College	16	--	16
Ner Israel Rabbinical College	4	--	4
Peabody Conservatory of Music	12	10	22
St. Mary's Seminary & University	65	--	65
Washington Bible College	5	--	5
Washington College	13	9	22
Washington Theological Coalition	17	--	17
Western Maryland College	48	31	79
TOTAL PRIVATE 4 YEAR COLLEGE	947	609	1556
TOTAL PRIVATE	947	609	1556
TOTAL PUBLIC AND PRIVATE	2134	1967	4101

SOURCE: HEGIS VIII

TABLE 2-14

Number of Doctorate Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1972 and June 30, 1973

Institution	Men	Women	Total
University of Md. - Balt. City	6	1	7
University of Md. - College Park	257	100	357
TOTAL UNIVERSITY OF MARYLAND	263	101	364
TOTAL PUBLIC	263	101	364
Johns Hopkins University	199	52	251
Peabody Conservatory of Music	4	1	5
St. Mary's Seminary & University	3	--	3
TOTAL PRIVATE 4 YEAR COLLEGE	206	53	259
TOTAL PRIVATE	206	53	259
TOTAL PUBLIC AND PRIVATE	469	154	623

SOURCE: HEGIS VIII

TABLE 2-15

Number of First Professional Degrees Conferred in Maryland Institutions of Higher Education Between July 1, 1972 and June 30, 1973

Institution	Men	Women	Total
University of Md. - Balt. City	434	44	478
TOTAL UNIVERSITY OF MARYLAND	434	44	478
TOTAL PUBLIC	434	44	478
Johns Hopkins University	101	9	110
Ner Israel Rabbinical College	13	--	13
University of Baltimore	260	18	278
TOTAL PRIVATE 4 YEAR	374	27	401
TOTAL PRIVATE	374	27	401
TOTAL PUBLIC AND PRIVATE	808	71	879

SOURCE: HEGIS VIII

CHAPTER III

COUNCIL ACTIVITIES

The Maryland Council for Higher Education has been involved in a large number of studies and activities during the past year which are detailed in the following sections of this report.

During the past calendar year, the Council met in regular session on nine separate occasions. In addition, there were thirteen Council Committees meeting on a regular basis dealing with a wide range of issues. Each Committee is chaired by a Council member and many of the Committees have additional Council membership. The Committees are:

Committee to Study Private Higher Education

Articulation Committee

Allied Health Manpower Committee

Faculty Salary Committee

Committee to Study the Program Review Process

Committee on the Community College Master Plan

Committee on St. Mary's College Master Plan

Committee to Study the University of Baltimore

Inter-Institutional Planning and Management Systems Committee

Higher Education Library Committee

Federal Programs Committee

Finance Committee

Faculty Workload Activity Analysis Committee

The Council wishes to note that each public segment of higher education as well as the private sector has cooperated with the Council in providing qualified persons to serve on these Committees who in turn have contributed greatly to the work of the Council.

1. STUDY OF PRIVATE HIGHER EDUCATION IN MARYLAND

During 1972 and the spring of 1973 the Council's Committee to Study Private Higher Education completed its work and forwarded its report to the Council. The report, entitled *A Report Concerning the Financial Condition of Private Higher Education in Maryland and the State's Relationship to These Institutions* was the culmination of over a year's study of the committee chaired by Mr. Philip Pear and which had as members Dr. Parlett Moore, Dr. C. Joseph Nuesse, Mr. Austin Penn, Dr. G. Russell Tatum, Dr. Ann (Pannell) Taylor.

The committee examined the present and projected financial condition of each of the sixteen private colleges and universities eligible for State aid under the existing aid program and presented a financial overview of each of these institutions. The committee met with each college president in an effort to determine from the presidents what they believed the state of private higher education in Maryland to be and what the projected situation on each of the campuses was for the future.

The committee included in its examination an analysis of the following major areas: comparison between public and private colleges and universities; the assets of the private institutions; their cultural and economic contribution to the State; their present and future financial status; the causes of the financial crises in private higher education in Maryland; and a review of how the institutions perceive their future. The committee's findings, aside from reading the complete report, can best be expressed by quoting from the letter of transmittal sent to the Council upon completion of the study.

"It is the opinion of the undersigned that the fundamental question for the people of Maryland is whether the private segment shall be a viable part of the system of higher education or a declining, perhaps even a disappearing, part. The public sector is made up of three segments, namely, the State Colleges, the University of Maryland,

and the Community Colleges. The fourth segment, the private sector, has a profound role in higher education, but from the aspect of State assistance and governance, its participation has been relatively minor.

It is the belief of the Committee that it is the express wish of the people of Maryland that pluralism in education which has been a firm and well-established principle for over a hundred years in the State should be maintained. This pluralism has been supported by special State grants to various private institutions of higher education and, also, by the present formula of State aid to private higher education based on degrees granted.

The private sector provides facilities and services to 20% of the total number of Maryland resident students enrolled in all Maryland institutions of higher education, both public and private; and yet it receives less than 2% of the State budget for higher education.

The enrollment growth and improvement of quality of the public institutions of higher education has created a situation in which the private institutions are competing against the heavily subsidized public institutions in a manner which threatens their survival. The pluralistic influence in higher education contributes to quality and variety that allows the student to select the institution which is most appropriate for his needs. Some of these private institutions have national reputations as quality institutions. Therefore, there is much to be said for the preservation of the private institutions in Maryland.

In examining the economic implications of the continuance of the private institutions, this report will demonstrate that on a pragmatic and monetary basis, private institutions are contributing a very substantial portion of their facilities and budget to Maryland resident students and, therefore, the taxpayers of the State are benefiting from this contribution.

The Committee is satisfied that the cost to the State would be substantially less if it granted more assistance to the private institutions at the levels provided for in this report, than if it were compelled to educate these students in public institutions.

Based upon our studies, it is the conviction of the majority

of the Committee that the taxpayers of Maryland will be better off if the institutions of private higher education of the State of Maryland are given substantially greater assistance from the total budget of the State."

The Council's recommendations concerning changes in the direct aid formula, capital assistance and cooperation between the private colleges and universities and the public sector can be found in the recommendations chapter of this document.

2. FACULTY COLLECTIVE BARGAINING

On June 15, 1973 the Chairman of the Council promulgated the following charge to the Faculty Salary Committee chaired by Mrs. Marilyn R. Goldwater.

> "Collective bargaining arrangements have become more and more a reality across the United States in the last few years. In Maryland, legislation was introduced in the last session of the General Assembly to provide for collective bargaining for community college faculty. I believe that the Council should be in a position to provide the Governor, the Legislature, and the Governing Boards with recommendations as to the course of action the State should follow in this very important area. I am, therefore, requesting Mrs. Goldwater to convene the Faculty Salary Committee of the Council to:
>
> 1. Study the collective bargaining agreements in other States.
>
> 2. Consult with experts in the field, and
>
> 3. Bring back to the Council recommendations as to the course of action the State of Maryland should take in collective bargaining."

During the ensuing six month period, the Committee held

several meetings at which expert opinion was obtained, and experience in other states reviewed. Also, two bills related to the topic, pre-filed for the forthcoming legislative session were examined. This pre-filed legislation proposes "collective bargaining" coverage for all State employees with certain exclusions such as managerial and other key supervisory personnel.

Based on the study conducted to date, it has become apparent that diverse opinions exist relative to the need for enabling legislation providing an opportunity for faculty to decide whether or not they desire collective bargaining. Additionally, many alternatives must be considered such as: scope of items subject to negotiation, composition of a collective bargaining unit, management perogatives, extent of impasse resolution, etc.

The committee is continuing its research and study of the topic in order to develop as much information as possible that will facilitate formulation of the recommendations desired by the Council. Pending the outcome of the continuing study, the Committee has generated the following interim observations:

> "1. In view of the national trends toward encompassing all public employees within some form of permissive legislation with respect to collective bargaining, the Committee feels that provision should be made for collective bargaining in the public sector of higher education in Maryland.
>
> 2. The governance and administration situation in public higher education is sufficiently unique to indicate the desirability of separate legislation for this sector as opposed to inclusion with other public employees in the "omnibus" approach taken in pre-filed House Bills No. 47 and No. 66.
>
> 3. Any permissive legislation should cover two major units of employees:
>
> (a) Teaching Faculty
>
> (b) Academic Support Personnel

4. The specific needs of each of the three segments of public higher education with respect to issues such as governance and funding must be taken into consideration in any proposed procedures.

5. Proposed legislation should contain a "no-strike" provision without penalties.

6. *Further Study.* It is the opinion of the majority of the Committee membership that further research and analysis is indicated particularly in two major sectors of any proposed collective bargaining process in public higher education, these are:

(a) The Scope of Bargaining – i.e., identify items negotiable with due consideration of any implication affecting fundamental institutional governance and/or priorities.

(b) Impasse Resolution – Provision for mediation and fact-finding is basic to any meaningful bargaining process. The question of provision for a third step – arbitration – particularly if it is to be compulsor and binding may be debatable in public higher education."

3. FACULTY WORKLOAD STUDY

Funding for accomplishment of the Faculty Workload Study recommended by the Faculty Salary Committee under the chairmanship of Mrs. Marilyn R. Goldwater has been provided by the Board of Public Works.

A working subcommittee is currently reviewing an activity analysis and outcome form designed by the National Center for Higher Education which has been field tested in a number of colleges and universities in other states. This form will be subjected to minor revisions to accommodate inclusion of additional information desired

by various segments of higher education in Maryland. The revised form will be distributed through the segment boards early in the second semester 1974, and the results of the study should be ready for publication by June 1974.

Effective resource allocation and utilization in the institutions of higher education, as in all major organizations, is markedly enhanced when reliable data are available as a basis for planning and management decisions.

Faculty manpower represents the most important segment of the major resources required to meet educational objectives, moreover, the cost of this resource segment represents the largest current operating expenditure in the academic budget. It is important that reliable information with respect to faculty needs be obtained at this time.

The purpose of the proposed faculty workload study is to obtain a meaningful and reliable profile of the range and extent of activities required on the part of each faculty member in the accomplishment of individual goals. These activities relate to course, departmental, divisional and institutional goals.

Workload differences between level and field of study and other relative factors are recognized. The degree to which these differences exist is not readily available, and it is the development of these measures which this study can achieve. It is felt that the availability of the resultant data will allow for improvement in resource allocation by faculty and management throughout all levels of higher education. In turn, responses to pertinent questions posed by governing boards, public groups, legislators, etc., will be supported by meaningful data. It should be emphasized that this study is made in order to obtain workload measures. It is not intended to evaluate the performance of an individual in the classroom or elsewhere on campus.

4. FINANCE COMMITTEE

The Council's Finance Committee, under the charimanship of Mr. Ellery B. Woodworth, continued its study and evaluation of an improved budgeting format for higher education in Maryland with the goal of arriving at the finalization of program delineation and criteria and guidelines for formulation and evaluation of institutional requests based on objective measures.

Pilot tests of proposed changes are being evaluated at various institutions throughout all segments of higher education during the execution of the Fiscal 1974 Budget and the formulation of the Fiscal 1975 Budgets. It is anticipated that these evaluations will result in the necessary refinement and adjustment of the original guidelines to permit full implementation of the system with the formulation of the Fiscal 1976 Budgets.

5. COUNCIL LIBRARY ACTIVITIES

a. Participation in Governor's Advisory Council on Libraries

During the past year, a member of the Council staff has been serving as an alternate for the MCHE Chairman on the Governor's Advisory Council on Libraries. This new Council was established to gather information pertaining to the needs of libraries in the State, to render advice to the Governor and State Department of Education on library matters, and to promote continued improvement of library services in the State.

b. Assistance in User Survey of Enoch Pratt

Through its staff, the Council provided input to the Regional Planning Council's project to conduct a User Survey of the Enoch Pratt Library in Baltimore City. Librarians of the State's higher education institutions were, to varying degrees, respondents to the Survey.

c. Participation in Statewide Library Master Planning

By letter of January 30, 1973, Governor Mandel requested Dr. Sensenbaugh to "initiate preparation for the development of a comprehensive statewide Master Plan for future public library development in Maryland." He directed that the MCHE be among those who would "identify areas to be developed in the Master Plan."

The Council received notice from Dr. Sensenbaugh on March 1, 1973 of the formation of an inter-agency group to oversee development of a library Master Plan and asked for Council participation. The Council, through its staff representative, has undertaken to develop the higher education section of the Master Plan including the private as well as public institutions.

Because of lack of staff time and the absence of a professional competent in the area of library development on the staff of the Council itself, the Council organized an ad hoc committee of public and private higher education librarians to assist in the development of the Master Plan.

At the request of this committee and upon its recommendations, MCHE at its meeting of November 2, 1973, unanimously passed two recommendations. One, stating that the Bixler Report on Proposed Library Standards and Growth Patterns for Maryland Public Higher Education Institutions, completed and published by the Council in 1970, be the State's Master Plan for Higher Education Libraries; and the second, requesting that MALCAP (The Maryland Academic Library Center for Automated Processing), an outgrowth of the Bixler Report aimed at implementing a system of coordinated purchasing, cataloging and inter-library services, be funded by the State by an appropriation to the Board of Public Works so that this vital phase of higher education library coordination could become statewide and encompass all private as well as public higher education library resources in the State.

These recommendations of the Council will constitute the basis of the Council's contributions to the summary statement of the Statewide Master Plan for Libraries.

Further elaborations of the Bixler Report have been made by the Council's *ad hoc* Library Committee expanding the document to (1) include the participation of the private higher education libraries that are members of MICUA (Maryland Independent College and University Association), (2) to include the development of media centers and (3) to specify more clearly the nature and scope of statewide coordination through MALCAP.

6. ACADEMIC COMMON MARKET

The Southern Regional Education Board provided the leadership in the establishment of the Academic Common Market for those states which maintain membership in the regional compact. The Governor informed the Southern Regional Education Board that Maryland would participate in the Academic Common Market, and he designated the Maryland Council for Higher Education as the agency responsible for coordinating the program in the State. The Council was given the authority to "enter into agreements and understandings under the provisions of the Academic Common Market as part of the Southern Regional Education Compact which was ratified by this State in Chapter 282, The Acts of 1949." As a consequence of the Executive action, the Council established contact with the University of Maryland for the purpose of the preliminary selection of those graduate programs which would be made available to the Academic Common Market, subject, of course, to the approval of the University's Board of Regents and the availability of space for those out-of-state students who might choose to pursue such programs in the State of Maryland.

The University's preliminary selection of programs was as follows:

University of Maryland - College Park – Plasma Physics (Ph.D.), Radio Astronomy (Ph.D.), Criminal Justice and Criminology (M.A.), Computer Science (M.S.), (Ph.D.), Economics (M.S.), (Ph.D.), and Business Administration-Transportation (M.B.A.), (D.B.A.); University of Maryland at Baltimore – Nursing-Community Health (M.S.), Psychiatric Nursing (M.S.), Administration (M.S.), and Medicinal Chemistry (M.S.), (Ph.D.).

A meeting of the State coordinators for the Common Market was held in Atlanta, Georgia on December 11, 1973 for the purpose of "reaching a consensus, on general administrative procedures and exchanging information on common concerns relating to putting the Common Market into operation in the respective states." Information gained from that meeting will be circulated to the appropriate state higher education officials at a later date.

7. ARTICULATION

Following the adoption of the Council's Student Transfer Policies, the text of which appears below, a series of meetings was held for the purpose of promoting wide discussion of the implications of the policies as they might bear upon specific relationships among the segments within the various subject matter areas. In addition, meetings were held for the purpose of encouraging the publication of brochures by the University and the State Colleges which would provide specific information on the courses which would be accepted in transfer from the Community Colleges into the specialized disciplines available in the State Colleges and University. Considerable progress was made in the development of such material, and Council publication of the transferable courses is planned as soon as the preparation of the material is completed.

The Council staff also became involved in meetings with faculty members in specific subject matter areas such as Geography, English, and Biology. The value of these meetings for articulation purposes primarily was found in the understandings and agreements worked out by the faculty concerned with respect to such matters as the depth and scope of the curricula content of comparable courses taught in the institutions on the different segment levels. The meetings held so much potential for making more efficient the processes of articulation that it was planned to expand such meetings into all other subject matter areas as soon as they could be arranged.

The complete text of the Maryland Council for Higher Education Student Transfer Policies is as follows:

MCHE STUDENT TRANSFER POLICIES*

Preamble

The initial overarching objective of this committee has been to relate in operational ways the undergraduate programs offered in the public sector of higher education in Maryland including the Community Colleges, the State Colleges, and the campuses of the University.

The intended principal benefactor is the student who is best served by current information about programs and protected by firm arrangements among the public segments of higher education in Maryland which permit him to plan a total degree program from the outset. With successful academic performance, he or she can make uninterrupted progress even though transfer is involved. The measure of the plan is maximum transferability of college level credits. Essentially, the transfer and native students are to be governed by the same academic rules and regulations. It is recognized that the guidance data essential to the implementation of transfer arrangements go well beyond the scope of the present report.

In a complementary way the State's interests are served by having its higher education resources used optimally by reducing the time taken to complete a degree through the avoidance of repeated class experiences.

The institutional interests are protected also by the systematic approach; they are relieved of the uncertainties of unplanned articulation without becoming production line enterprises.

The dynamics of higher education preclude once-and-for-all time curriculums and perpetual grading and retention systems as cases in point. However, within the general structure of this plan there is opportunity for continual updating of the details.

In more specific ways the Committee has proceeded (1) to recommend specific areas of agreement among the public Community Colleges, the State Colleges, and the State University pertaining to facilitating the transfer of students within the segments of public

higher education in the State; (2) to provide for a continuous evaluation and review of programs, policies, procedures, and relationships affecting transfer of students; and (3) to recommend such revisions as are needed to promote the academic success and general well-being of the transfer student.

POLICIES

1. Public four-year colleges and the campuses of the University shall require attainment of an overall "C" average by Maryland resident transfer students as defined by the sending institutions as one standard for admission. If the student has two or more institutions, the overall "C" (2.0) will be computed on grades received in courses earned at all institutions attended, unless the student presents an Associate in Arts degree.

   (a) Efforts shall be intensified among the sending institutions to counsel students on the basis of their likelihood of success in various programs and at various institutions based on shared information (See par. 1(b) and par. 9).

   (b) Procedures for reporting the progress of students who transfer within the State shall be regularized as one means of improving the counseling of prospective transfer students. In addition, each public institution of higher education shall establish a position of student transfer coordinator to assist in accomplishing the policies and procedures outlined in this plan.

2. Admissions requirements and curriculum prerequisites shall be stated explicitly.

   (a) Course and semester hour requirements which students must meet in order to transfer with upper division standing shall be clearly stated.

   (b) The establishment of articulated programs is required in professional and specialized curricula.

(c) Students shall be strongly encouraged to complete the requirements for the award of an Associate in Arts Degree, or to complete successfully 56 semester hours of credit before transfer.

3. Information about transfer students who are capable of honors work or independent study shall be transmitted to the receiving institution.

4. Transfer students from newly established public colleges which are functioning with the approval of the State Department of Education shall be admitted on the same basis as applicants from regionally accredited colleges.

5. (a) Students from Maryland Community Colleges who have been awarded the Associate in Arts degree or who have successfully completed 56 semester hours of credit, in either case in college and university-parallel courses (see par. 6), and who attained an overall "C" (2.0) average, shall be eligible for transfer. Normally they will transfer without loss of credits and with junior standing provided they have met the requirements and prerequisites established by the receiving institution within the major. Parenthetically, junior standing does not assure graduation within a two-year period of full-time study by a native student or by a transfer student.

(b) The Associate in Arts degree shall serve as the equivalent of the lower division general education requirements at the receiving institution where the total number of credits required in the general education program in the sending institution is equal to or more than that required in the receiving institution and where the credits are distributed among the arts and sciences disciplines.

(c) The determination of the major program requirements for a baccalaureate degree, including courses in the major taken

in the lower division, shall be the responsibility of the institution awarding the degree.

6. Credit earned at any public institution shall be transferable to any other public institution as long as that credit was designed specifically for a college or university-parallel program, and providing its acceptance is consistent with the policies of the receiving institution governing native students following the same program. Transfer of credits from terminal (career) programs shall be evaluated by the receiving institution on a course by course basis. Credits applied towards a specific major and minor shall be determined by the receiving institution in these cases.

7. Credit earned in or transferred from a community college shall normally be limited to approximately half the baccalaureate degree program requirement and to the first two years of the undergraduate educational experience.

8. Transfer students shall be given the option of satisfying graduation requirements which were in effect at the receiving institution at the time they enrolled as freshman at the sending institution, subject to conditions or qualifications which apply to native students.

9. Institutions shall notify each other as soon as possible of impending curriculum changes which may affect transferring students. When a change made by one institution necessitates some type of change at another institution, sufficient lead time shall be provided to effect the change with minimum disruption. The exchange of data concerning such academic matters as grading systems, student profiles, grading profiles, etc., is required.

10. Community college students shall be encouraged to choose as early as possible the institution and program into which they expect to transfer.

11. Innovative programs in all institutions are encouraged. Proposed programs which would have system-wide implications or which would affect student transfers to more than one institution must be reported to the Maryland Council for Higher Education.

12. The Maryland Council for Higher Education Articulation Committee shall continue to review and evaluate current articulation policies and shall set additional policies as needed. In addition, the Maryland Council will publish a brochure periodically listing the prerequisites within the major and professional programs of ali public four-year colleges and universities in the State.

13. In the event a transfer student believes he or she has not been accorded the consideration presented in this policy statement, he shall have the opportunity to have the situation explained or reconciled.

    Initially, differences of interpretation regarding the award of transfer credit shall be resolved between the student and the institution to which he is transferring. If a difference remains unresolved, the student shall present his evaluation of the situation to the institution from which he is transferring. Representatives from the two institutions shall then have the opportunity to resolve the differences.

    The sending institution has the right to present an unresolved case to the Committee on Articulation by addressing the Maryland Council for Higher Education. The Committee on Articulation shall, through an appointed subcommittee, receive relevant documentation, opinions, and interpretations in written form from the sending and receiving institution and from the student. Subcommittee deliberations will be confined to this written documentation. The full committee shall act on the subcommittee recommendation.

    Copies of the committee recommendation shall be forwarded to the institutions involved through the Maryland Council for Higher Education. The Council shall then be advised of the institutional action within a ten-day period.

    A complaint on transfer status must be initiated by the student within the first semester of his enrollment in the receiving institution.

14. While it is recognized that certain circumstances may require a limitation on the size of junior classes, the State of Maryland should support four-year institutions so that all students in a transfer program who are awarded an Associate in Arts degree from a public community college shall have the opportunity to be admitted with full junior standing to a public four-year institution. Where the number of students desiring admission exceeds the number that can be accommodated in a particular professional or specialized program, admission will be based on criteria developed by the receiving institution to select the best qualified students.

*Adopted by the Council, January 1973;
Effective date at institutional level,
September 1973.

8. FEDERAL-STATE RELATIONS

In fulfillment of the Council responsibility to establish a relationship with federal and national agencies dealing in the broad area of higher education, the Council staff held a meeting with the personnel of the Governor's office organized to keep abreast of pertinent federal legislation affecting higher education throughout the states. Plans were made to undertake some joint visits to selected federal offices and national agencies, and to provide mechanisms for the periodic release of information to the administrative officers in the State's Colleges and University. Meetings with the institutional federal relations officers are projected for the future.

9. INTER-INSTITUTIONAL COOPERATION

The Council responsibility for leadership in matters of inter-institutional cooperation is highlighted on the occasion of the submission of two potential programs from the University of Baltimore, vis., Urban Studies and Law Enforcement (Criminal Justice). It was called to the attention of the University of Baltimore officials that two State institutions in Baltimore City, Morgan and Coppin State Colleges, were already presenting similar programs and that further program expansion might lead to an unnecessary duplication. Consequently, Morgan State College and University of Baltimore officials were invited to a meeting to discuss the proposed Urban Studies Program at the latter institution. The outcome of the meeting was the general agreement that the University of Baltimore would not pursue its plan to introduce a program in Urban Studies inasmuch as the evidence suggested that Morgan State College could fill the needs in the Greater Baltimore Metropolitan Area. With respect to the proposed Law Enforcement program, however, a meeting with the appropriate officials of Coppin State College, under the leadership of the Council staff, resulted in an agreement between the institutions to offer an inter-institutional program in Law Enforcement and Criminal Justice. The details of the agreement are available in the Council's office, and it was agreed that at the first opportunity similar information would be available at both institutions at registration time and in the catalogues prepared for public consumption.

The Council staff involvement in the Governor's Task Force for Desegregation in Higher Education resulted in a meeting called for officials of the University of Maryland, Eastern Shore, and Salisbury State College. Progress was made in firming up the cooperative ventures currently underway between the two institutions and plans were laid for the further extension of such inter-institutional cooperation in ways that would promote the more efficient use of resources on the Eastern Shore, and which might contribute to the further desegregation of the two institutions. The Council's responsibility for monitoring the State's Plan for Desegregation in Higher Education will provide appropriate opportunities to evaluate the institutional progress made in this area.

The Council staff is sensitive to the need for broadening the application of the principle of inter-institutional cooperation, and in subsequent months additional efforts will be made to involve all of the states of public higher education institutions wherever appropriate, even across segmental lines whenever it is academically defensible.

10. INTER-INSTITUTIONAL PLANNING AND MANAGEMENT SYSTEMS COMMITTEE

During 1973 the Committee conducted a pilot study to determine the feasibility of implementing a resource prediction model in Maryland colleges and universities. The model chosen was Resource Requirement Prediction Model (RRPM) developed by the National Center for Higher Education Management Systems (NCHEMS). The five schools participating in the pilot study were Charles County Community College, Goucher College, Towson State College, University of Baltimore, and the University of Maryland – Baltimore County.

The conclusions drawn from the study were:

1. The implementation of NCHEMS Resource Requirement Prediction Model (RRPM) is technically feasible and provides information not otherwise available to higher education administrators.

2. A substantial effort in terms of time, money and personnel is required to accomplish implementation.

3. The president and other top administrators in an institution of higher education must be committed to the implementation and willing to assign the project a high priority.

The pilots all felt that the effort required to accomplish implementation of the model was greater than they had anticipated, most still do not feel they have really fully implemented the model. The following is considered an approximate guide to considering the cost side of any cost-benefit analysis of RRPM implementation.

Staff: Although inputs will be necessary from all levels of management, one individual should be assigned *full-time* to the project for at least a complete semester. He must be released from all other duties. For the duration of the project, he should report directly to the president or chancellor. He should have analytical capabilities but need not be data processing oriented. He should be able to communicate effectively with all levels of management. He should have complete access to all financial and academic records. There should also be one data processing individual assigned to work part-time with this individual, other staff will contribute smaller amounts of time. Total staff time including that of the project leader may amount to a full man year.

Funds: Approximately four thousand dollars should be allocated to support the implementation. Of this, about three thousand would be spent for computer support; a couple of hundred for programs and documentation, and a few hundred for travel by the project leader to an NCHEMS Seminar. If "in-house" computer capability is sufficient to support the system (about 50 K core) actual out-of-pocket costs could be less than $1,000.

The above estimates for Funds and Staff assume an instruction-oriented institution with about 5,000 students. As the complexity of an institution increases, staff and fund requirements increase.

At this point it is still too early to evaluate the benefits of RRPM implementation. Initial indications are that the model provides

a kind of information previously unavailable to educational administrators and is potentially quite useful.

11. COMMITTEE TO STUDY ST. MARY'S MASTER PLAN

At the request of Dr. Jackson, President of St. Mary's College, the Council established a Committee to review and analyze St. Mary's Master Plan. The Committee is chaired by Mr. Harry K. Wells and has as members Mrs. Gertrude H. Crist and Mr. Alvie G. Spencer, Jr. The Committee was asked to study the Master Plan and report back to the Council in the spring of 1974 concerning its acceptability and its impact on the other public institutions of higher education in Maryland.

The Committee, at its first meeting, divided the analysis into four primary phases: the examination of general philosophical principles of the Plan; the staffing required; the academic programs; and the needed facilities. The Committee visited the campus and has begun to prepare their analysis of all four phases. The final report of the Committee will be presented to the Council for action at its March 1974 Meeting.

12. ALLIED HEALTH MANPOWER COMMITTEE

Since its establishment in 1972 the Committee has devoted most of its meetings to the development of a comprehensive statewide allied health manpower questionnaire to be used in ascertaining the number of allied health auxiliary personnel presently employed in Maryland and the projected number needed for the future. The Committee considered, in early 1973, using a revised version of a successful questionnaire which had been previously utilized in Texas. After pretesting the questionnaire it became evident that it could not readily be used in Maryland and the Committee set out to develop a group of questionnaires which would have better utility in terms of the population to be served.

The Committee identified seven major groups of employers of allied health auxiliaries and developed a questionnaire to survey each group. The groups identified were as follows:

(1) Chiropractors

(2) Dentists

(3) Doctors of Medicine and Osteopathy

(4) Doctors of Optometry

(5) Doctors of Podiatry

(6) Doctors of Psychology

(7) Large Institutions and Agencies (including Hospitals, Nursing Homes, Social Security approved Laboratories, etc.)

Although there are separate and distinct questionnaires for each of the seven groups, the information to be collected and the categories used have been designed in such a way as to allow grouping of the data and cross references from one professional group or organization to another.

It is presently projected that the data will be compiled and analyzed during the spring of 1974 and that a report will be published in the fall of that year. It is planned that this data will be collected every two years in order to develop an historical base on which predictions on the need for allied health auxiliaries can be made so that rational planning for programs to train needed individuals can be developed and monitored.

The Committee also performed the function as a review organization for proposed new programs dealing with the training of allied health auxiliaries. During 1973 the Committee reviewed and endorsed the establishment of the following allied health programs at Maryland public institutions of higher education:

(1) Community College of Baltimore –
Medical Laboratory Technician

(2) Hagerstown Junior College –
Radiologic Technology

(3) Howard Community College –
Biomedical Engineering Technology

(4) Towson State College –
Occupational Therapy

The Committee also reviewed but did not endorse the initiation of a Medical Assistant program at Montgomery College. The college has proceeded with the program, but requested that the Council monitor its progress each year to determine its success.

13. PROGRAMS APPROVED DURING 1973

During 1973 the Council reviewed and made recommendations concerning a number of new degree programs proposed for initiation at the public colleges and universities in Maryland. The following list includes all of those programs approved for initiation and does not include the lengthy analysis and review of each program received. There were many programs which after initial review and analysis were revised and resubmitted and others that were withdrawn.

Institution	*Program(s)*	*Degree(s)*
Allegany Community College	Medical Laboratory Tech.	(A.A.)
	Mental Health Technology	(A.A.)
Anne Arundel Community College	General Studies	(A.A.)
Community College of Baltimore	Environmental Health Tech.	(A.A.)
	Heating, Air Conditioning and Refrigeration Tech.	(A.A.)

Institution (con't)	*Program(s)*	*Degree(s)*
Community College of Baltimore	Highway Design, Safety Engineering	(A.A.)
	Medical Laboratory Technician	(A.A.)
	Plastics Technology	(A.A.)
Catonsville Community College	Building Standards Technology	(A.A.)
Cecil Community College	Commercial Photography Occupations	(A.A.)
	Metal Fabrication Technology	(Cert.)
Charles County Community College	Industrial Management	(A.A.)
	Library Technical Assistant	(Cert.)
Chesapeake College	Air Conditioning, Heating & Refrigeration Technology	(A.A.)
	Architectural-Building Construction Technology	(A.A.)
	Bay Resources Marine Tech.	(Cert.)
	Electrical-Mechanical Tech.	(A.A.)
Dundalk Community College	Trade Union Administration	(A.A.)
Frederick Community College	Park Operation & Management Technology	(A.A.)
Hagerstown Community College	General Merchandising	(A.A.)
	Radiologic Technology	(A.A.)
Howard Community College	Biomedical Engineering Tech.	(A.A.)
	Retailing	(A.A.)
Montgomery College	Child Care Aide	(A.A.)
	Computer Operation	(A.A.)
	Theatre	(A.A.)

Institution (con't)	*Program(s)*	*Degree(s)*
Towson State College	Occupational Therapy	(B.S.)
University of Maryland - Baltimore County	Biological & Medicinal Chem. Environmental Biology	(M.S.) (M.S. & Ph.D.)
University of Maryland-College Park	Urban Studies	(B.A. & M.A.)

14. STATE AID TO PRIVATE HIGHER EDUCATION

Each year the State provides financial assistance to private colleges and universities based on the numbers of degrees granted by eligible institutions during the previous fiscal year. The amount of the awards are as follows:

(1) $200.00 per Associate Degree

(2) $500.00 per Bachelor's Degree

(3) $500.00 or the amount budgeted per graduate degree

The necessary documentation for these awards are collected and prepared by the Council's staff each year for presentation to the Board of Public Works which appropriates the money. The list of eligible institutions, their number of degrees by category and the amount of the award for this year are contained on the following list:

Institution	A. A.	B. A.	Grad.	Award	
Bay College	73			$ 14,600	
Capitol Institute of Tech.		68		34,000	
College of Notre Dame		166		83,000	**
Goucher College		230	8	118,320	
Hood College		126	7	65,905	
The Johns Hopkins Univ.	35	773	1320	941,300	
Loyola College		382	305	317,575	**
Maryland Institute of Art		179	47	109,005	
Mount St. Mary's College		317		158,500	**
Ocean City College	20			4,000	
Peabody Institute		42	27	32,205	
St. John's College		71		35,500	
St. Joseph's College		110		55,000	**
Villa Julie College	80			16,000	
University of Baltimore	1	785	278	508,070	
Washington College		160	22	89,130	
Western Maryland College		244	79	154,785	**
				$2,736,895	
	209	3653	2093		
Total Awards by Degree Level	$41,800	$1,826,500	$868,595*		

*Graduate Degrees prorated at a rate of $415.00.

**Monies to be held by the Board of Public Works pending outcoming of law suit (Roemer, et.al. vs The Board of Public Works, et.al.)

15. HIGHER EDUCATION FACILITIES

Comprehensive Planning

The U. S. Office of Education, Department of Health, Education and Welfare provided funds to the Council in the amount of $70,573 for support of tasks and studies under the higher education comprehensive facilities planning program. The MCHE staff and committees with the aid of consultants undertook and completed tasks and studies as outlined in subsequent paragraphs.

Financial Condition of Private Higher Education in Maryland and the State's Relationship to these Institutions

A Committee chaired by Mr. Philip Pear, member of the Council and comprised of distinguished citizens and educators completed, at the request of the Governor, a study of the financial condition of sixteen private institutions of higher education in Maryland and projected their future financial needs. A more comprehensive report of this study is covered elsewhere in this report and in a separate report published by the Council.

Enrollment Projection Models

Two previously developed computerized enrollment forecast models were updated and adjusted to reflect recent trends in such factors as birth rates, college going rates and other factors in the model formula. In addition, a new enrollment forecast model was developed to permit predictions in enrollment forecasts by county with input coefficients to allow adjustment of such additional factors as level of family and personal income, student aid, tuition and fees, migration and academic achievement. The new model is complete but cannot be used to full effectiveness until after data has been collected for the input coefficients.

MCHE Data Bank and Management Systems

The MCHE data bank was revised to conform to the new space and program codes developed by the National Center for Higher Education Management Systems (NCHEMS). In addition data processing programs were developed to edit, analyze and printout management reports on facilities, enrollment, finance, degrees granted and educational programs and other educational matters.

Facilities Growth

Tables 3-1 to 3-5 show the growth in enrollment (FTE students) and facilities over the period 1970, 1971 and 1972 for both public and private institutions of higher education. To permit more meaningful comparisons, residential space as well as unfinished space and space under conversion and alteration were excluded from the analyses.

Community Colleges

The community colleges grew from an enrollment of 28,496 FTE students in 1970 to 32,955 FTE in 1972, an increase of 3,459 FTE students and increased their academic and supporting facilities by 364,212 net assignable square feet (NASF); i.e. approximately 100 NASF was added per FTE increase. This increase helped raise the general level of NASF/FTE students from 58 to 61; however, some colleges are far below the required level for efficient and effective operations. Others are far above normal. The range is from a low of 37 NASF/FTE to 207 NASF/FTE and indicates an urgent need to reevaluate the procedures for allocating construction funds for community colleges.

Four Year Public Colleges

The State four year public institutions have increased about 3,420 FTE students from 1970-72 (inclusive) and have

added 305,529 NASF, i.e. about 90 NASF/FTE increase. This increased the average from 80 to 82 NASF/FTE, but here again the range varies from 48 NASF/FTE to 138 NASF/FTE indicating a need for a priority system in allocating construction funds to State Colleges.

Public University

The public university segment has increased in enrollment from 40,602 FTE in 1970 to 43,184 FTE, i.e. about 2,584 FTE. The increase in space, including space for the professional schools in Baltimore has increased approximately 954,486 NASF; that is, about 320 NASF/FTE increase. This raised the average from 99 NASF/FTE in 1970 to 116 NASF/FTE in 1972. Excluding the professional schools in Baltimore, the range for the other branches is from 86 NASF/FTE to 244 NASF/FTE.

Private Sector

The private institutions in Maryland have increased enrollment from 19,970 FTE in 1970 to 20,629 FTE in 1972, i.e. 659 FTE students. During this period, two colleges, Mount St. Agnes and St. Joseph have ceased operation, and two new colleges, Bay College of Maryland (2 year) and Washington Theological Coalition (4 year) have been founded. The space at private colleges increased from 3,300,924 NASF to 3,594,353 NASF; a net increase of 293,429 NASF for 659 students or 445 NASF/FTE increase. The private institutions are operating with about 174 NASF/FTE.

Effects of Space Overage and Shortages

The significance of the foregoing analyses is twofold. Colleges operating with space far in excess of that required are increasing these budgetary difficulties. A college operating with

100 NASF more space than is required must allocate an extra $300-350 per FTE student for plant operation and maintenance. Colleges operating far below space norms cannot provide adequate laboratory, library and other resources essential for effective education.

Some colleges through normal evolution and growth in enrollment may overcome these effects, but unfortunately some may never be able to correct the financial problems of excess space. The Maryland Council is undertaking a study of possible solutions to this dilemma.

Growth By Types of Space

In order to examine the growth in facilities, by types of space, Table 3-6 was prepared. It shows the total amounts of space added during the 1970-1972 (inclusive) period as shown in institutional HEGIS reports. To permit comparisons and evaluation, the amounts of space added was divided by the increase in FTE students for each of the public segments and for the private sector. It should be recognized that the capital projects for this additional space may have originated in years prior to the period studied in some instances. The important observations which may be derived from this table is the relative priority or emphasis given to various types of space by the several types of institutions. In the interest of brevity, some types of space were omitted. Further, it should be noted that some institutions were attempting to "catch up" on certain types of space which for various reasons they had deficiencies.

This table should not be used in isolation to make categorial judgements. It should, however, serve as an example to illustrate how and where the tax dollar and private funds are being spent. The amounts of space shown are in net assignable square feet. They may be converted to an approximate amount of gross square feet by multiplying the figure shown by 1.5; and to dollar cost by multiplying the gross square feet by an average cost of $40.

Table 3-1

Net Assignable Square Feet Of Academic And Supporting Facilities Per FTE Student (Excluding Residential Space)
1970 - 1972 (Inclusive)
Public University System

Institution		1970	1971	1972
U Of Maryland College Park	NASF	2,188,985	2,318,687	2,631,009
	FTE	30,493	31,321	30,460
	(NASF/FTE)	(72)	(74)	(86)
U Of Maryland Baltimore City (Note 1)	NASF	1,438,440	1,697,950	691,498
	FTE	2,870	3,210	3,747
	(NASF/FTE)	(501)	(528)	(184)
U Of Maryland Baltimore Co.	NASF	274,032	283,597	461,464
	FTE	2,865	3,629	4,391
	(NASF/FTE)	(95)	(78)	(105)
U Of Maryland Eastern Shore	NASF	133,516	125,305	189,035
	FTE	689	697	773
	(NASF/FTE)	(194)	(180)	(244)
U Of Maryland University College	NASF	--	--	--
	FTE	3,685	3,750	3,813
	(NASF/FTE)	--	--	--
TOTAL	NASF	4,034,973	4,425,539	4,979,458
	FTE	40,602	42,607	43,184
	(NASF/FTE)	(99)	(104)	(115)

NOTE 1: Does not include space for auxiliary service, parking or hospital facilities for 1972.

Table 3-2

Net Assignable Square Feet Of Academic And Supporting Facilities Per FTE Student (Excluding Residential Space)
1970 - 1972 (Inclusive)
Public Four-Year Colleges

Institution		1970	1971	1972
Bowie State College	NASF	107,512	119,257	118,303
	FTE	1,615	1,600	2,012
	(NASF/FTE)	(66)	(74)	(59)
Coppin State College	NASF	111,272	116,356	111,272
	FTE	1,556	2,021	2,299
	(NASF/FTE)	(71)	(57)	(48)
Frostburg State College	NASF	248,446	253,546	293,050
	FTE	2,103	2,460	2,634
	(NASF/FTE)	(118)	(103)	(111)
Morgan State College	NASF	328,835	359,774	363,227
	FTE	4,986	4,496	5,136
	(NASF/FTE)	(66)	(80)	(71)
Salisbury State College	NASF	168,994	168,346	182,612
	FTE	1,356	1,645	1,890
	(NASF/FTE)	(124)	(102)	(96)
St. Mary's Coll. Of Md.	NASF	186,654	186,654	132,092
	FTE	804	887	954
	(NASF/FTE)	(232)	(210)	(138)
Towson State College	NASF	437,858	437,858	694,544
	FTE	7,394	7,588	8,309
	(NASF/FTE)	(59)	(58)	(84)
TOTAL	NASF	1,589,571	1,641,791	1,895,100
	FTE	19,814	20,697	23,234
	(NASF/FTE)	(80)	(79)	(82)

Table 3-3

Net Assignable Square Feet Of Academic And Supporting Facilities
Per FTE Student (Excluding Residential Space)
1970 - 1972 (Inclusive)
Public Two Year Colleges

Institution		1970	1971	1972
Allegany Community College	NASF	122,882	122,881	123,884
	FTE	867	1,013	917
	(NASF/FTE)	(141)	(121)	(135)
Anne Arundel Community College	NASF	105,112	105,112	105,112
	FTE	1,978	2,125	2,256
	(NASF/FTE)	(53)	(49)	(46)
Catonsville Community College	NASF	132,356	141,603	214,619
	FTE	3,594	3,922	4,194
	(NASF/FTE)	(37)	(36)	(51)
Cecil Community College	NASF	60,800 *	60,800*	25,673
	FTE	240	275	351
	(NASF/FTE)	(253)	(221)	(73)
Charles Community College	NASF	49,737	48,306	47,208
	FTE	570	655	633
	(NASF/FTE)	(87)	(74)	(74)
Chesapeake Community College	NASF	74,037	74,037	74,037
	FTE	411	433	412
	(NASF/FTE)	(180)	(180)	(180)
Community College of Baltimore	NASF	206,654	209,113	203,028
	FTE	4,238	4,509	4,177
	(NASF/FTE)	(49)	(46)	(49)
Dundalk Community College	NASF	--	400*	22,700
	FTE	--	214	303
	(NASF/FTE)	--	(2)	(75)
Essex Community College	NASF	104,109	163,691	186,230
	FTE	2,611	3,047	3,518
	(NASF/FTE)	(40)	(54)	(53)
Frederick Community College	NASF	68,872	69,980	69,980
	FTE	764	780	671
	(NASF/FTE)	(147)	(90)	(104)
Garrett Community College	NASF	--	32,489	31,489
	FTE	--	84	152
	(NASF/FTE)	--	(387)	(207)
Hagerstown Junior College	NASF	53,048	63,985	63,985
	FTE	1,012	988	1,003
	(NASF/FTE)	(52)	(65)	(64)
Harford Junior College	NASF	108,398	154,235	124,507
	FTE	1,406	1,428	1,501
	(NASF/FTE)	(77)	(108)	(83)
Howard Community College	NASF	50,193	45,879	45,557
	FTE	369	467	523
	(NASF/FTE)	(136)	(98)	(87)
Montgomery College-Rockville	NASF	256,938	354,313	418,967
	FTE	4,444	4,997	5,729
	(NASF/FTE)	(58)	(71)	(73)
Montgomery College-Takoma Park	NASF	63,542	63,722	63,722
	FTE	1,668	1,743	1,685
	(NASF/FTE)	(38)	(36)	(38)
Prince George's Community Coll.	NASF	181,930	171,631	182,122
	FTE	4,324	4,653	4,930
	(NASF/FTE)	(42)	(37)	(37)
TOTAL	NASF	1,638,608	1,882,177	2,002,820
	FTE	28,496	31,333	32,955
	(NASF/FTE)	(58)	(60)	(61)

* Shared facilities temporarily used by colleges.

NOTE: Community College space allowance was changed to a new formula based on full time day equivalent student (FTDE) in 1972. FTE used here for comparative purposes only.

Table 3-4

Net Assignable Square Feet Of Academic And Supporting Facilities
Per FTE Student (Excluding Residential Space) - 1970-1972 (Inclusive)
Private Four-Year Colleges

Institution		1970	1971	1972
Baltimore College Of Commerce	NASF	13,459	16,654	19,705
	FTE	417	370	294
	(NASF/FTE)	(32)	(45)	(67)
Baltimore Hebrew College	NASF	18,699	18,699	18,699
	FTE	88	89	86
	(NASF/FTE)	(212)	(210)	(217)
Capitol Institute of Technology	NASF	10,666	10,666	10,666
	FTE	166	191	194
	(NASF/FTE)	(64)	(56)	(55)
Columbia Union College	NASF	139,606	156,010	156,010
	FTE	765	800	766
	(NASF/FTE)	(182)	(195)	(203)
Goucher College	NASF	221,942	205,456	205,456
	FTE	1,042	1,029	990
	(NASF/FTE)	(213)	(199)	(207)
Hood College	NASF	220,656	212,329	212,329
	FTE	614	585	605
	(NASF/FTE)	(359)	(363)	(350)
Johns Hopkins (Homewood)	NASF	821,856	821,856	860,613
	FTE	4,925	4,810	4,700
	(NASF/FTE)	(167)	(171)	(183)
Loyola College	NASF	122,897	122,897	122,897
	FTE	1,693	2,127	2,366
	(NASF/FTE)	(72)	(58)	(52)
Maryland Institute College of Art	NASF	94,506	109,406	109,406
	FTE	1,079	993	1,002
	(NASF/FTE)	(87)	(110)	(109)
Mt. St. Mary's College	NASF	160,437	160,437	215,406
	FTE	1,106	1,152	1,240
	(NASF/FTE)	(145)	(139)	(174)
Ner Israel Rabbinical College	NASF	51,757	55,699	55,699
	FTE	292	311	318
	(NASF/FTE)	(177)	(179)	(175)
College of Notre Dame of Maryland	NASF	186,268	186,268	186,534
	FTE	735	712	590
	(NASF/FTE)	(253)	(261)	(316)
Peabody Conservatory of Music	NASF	118,005	82,569	81,009
	FTE	327	342	338
	(NASF/FTE)	(361)	(241)	(239)
St. John's College	NASF	119,605	119,605	119,605
	FTE	328	355	370
	(NASF/FTE)	(364)	(337)	(323)
St. Joseph College (Closed June 1972)	NASF	143,206	147,739	147,739
	FTE	503	397	155
	(NASF/FTE)	(285)	(372)	(953)
St. Mary's Seminary & University	NASF	151,918	265,377	265,377
	FTE	604	663	622
	(NASF/FTE)	(251)	(400)	(426)
University of Baltimore	NASF	128,400	181,516	182,314
	FTE	3,031	2,858	2,929
	(NASF/FTE)	(42)	(63)	(62)
Washington Bible College	NASF	38,400	38,400	38,850
	FTE	220	280	503
	(NASF/FTE)	(174)	(137)	(77)
Washington College	NASF	160,715	161,541	180,899
	FTE	670	799	801
	(NASF/FTE)	(240)	(202)	(226)
Washington Theological Coalition (Opened 1971)	NASF	--	44,075	46,375
	FTE	--	243	241
	(NASF/FTE)	--	(181)	(192)
Western Maryland College	NASF	310,556	310,799	290,834
	FTE	1,365	1,526	1,519
	(NASF/FTE)	(227)	(203)	(191)
TOTAL	NASF	3,233,554	3,427,978	3,526,422
	FTE	19,970	20,632	20,629
	(NASF/FTE)	(162)	(166)	(171)

Table 3-5

Net Assignable Square Feet Of Academic And Supporting Facilities Per FTE Student (Excluding Residential Space)
1970 - 1972 (Inclusive)
Private Two-Year Colleges

Institution		1970	1971	1972
Bay College Of Maryland (Note 1)	NASF	--	--	11,914
	FTE	59	257	328
	(NASF/FTE)	--	--	(36)
Ocean City College (Note 2)	NASF	15,748	15,748	6,545
	FTE	87	95	134
	(NASF/FTE)	(181)	(166)	(49)
Villa Julie College	NASF	19,406	49,152	49,152
	FTE	223	223	254
	(NASF/FTE)	(87)	(220)	(193)
TOTAL	NASF	35,154	64,900	67,611
	FTE	369	575	716
	(NASF/FTE)	(95)	(113)	(94)

Note 1: Temporary Facilities 1970 and 1971.

Note 2: Changed location from St. Michaels to Ocean City 1972.

Table 3-6

Net Assignable Space Added
1970 - 1972 (Inclusive)

	Public Institutions		
	Two-Year	Four-Year	University
Growth In Enrollment (Public) 1970 - 1972 (FTE Students)	4,459	3,420	2,582
Classrooms - NASF NASF/FTE Increase	12,014 (2.7)	-3,923 (1.14)	44,340 (17.17)
Laboratories	73,570 (16.5)	26,768 (7.8)	323,911 (125.5)
Offices	57,531 (12.9)	132,551 (38.75)	121,073 (46.9)
Libraries	62,428 (14.0)	46,981 (13.7)	130,416 (50.51)
Physical Education	108,496 (24.3)	15,387 (4.5)	257,484 (99.7)
Audio Visual	23,779 (5.3)	5,827 (1.7)	35,055 (13.57)
Supporting Shops & Facilities	902 (.2)	39,083 (11.43)	422,585 (163.66)
TOTAL SPACE ADDED TOTAL NASF/FTE ADDED	338,720 (75.9)	266,597 (77.95)	1,334,864 (517.)

	Private Institutions	
	Two-Year	Four Year & University
Growth In Enrollment (Private) 1970 - 1972 (FTE Students)	305	659
Classrooms	23,186 (76.)	20,300 (46.)
Laboratories	30,058 (98.55)	27,339 (41.48)
Offices	42,731 (140.1)	36,560 (55.48)
Libraries	51,828 (169.9)	40,503 (61.46)
Physical Education	14,424 (47.3)	16,930 (25.7)
Audio Visual	--	1,904 (2.89)
Supporting Shops & Facilities	9,335 (30.6)	14,584 (22.13)
TOTAL SPACE ADDED TOTAL NASF/FTE ADDED	171,562 (562.5)	158,120 (239.9)

Table 3-7

Capital Projects - Under Construction In
Public Higher Education Institutions - Maryland 1973

University & Branches			
Campus	Gross Square Feet	Estimated NASF	Estimated Construction Cost
College Park	323,176	203,600	$15,284,700
Baltimore City	643,700	386,220	39,836,800
Baltimore County	184,440	116,197	7,248,000
Eastern Shore	43,500	28,275	1,949,000
SUB-TOTAL	1,194,816	734,292	$64,318,500
State Colleges			
Campus	Gross Square Feet	Estimated NASF	Estimated Construction Cost
Bowie	319,074	201,016	$15,986,000
Coppin	247,100	170,000	13,169,200
Frostburg	307,700	200,005	11,708,000
Morgan	284,832	185,140	10,863,500
Salisbury	148,800	104,160	6,960,000
St. Mary's College of Md.	46,000	35,000	1,585,000
Towson	609,927	396,452	25,155,000
SUB-TOTAL	1,963,433	1,121,773	$85,426,700
Community Colleges			
Campus	Estimated Gross Square Feet	Estimated NASF	Estimated Construction Cost
Allegany	53,274	33,563	$ 1,595,689
Anne Arundel	211,111	133,630	7,214,060
Baltimore (Harbor)	195,988	123,473	8,579,000
Catonsville	66,917	42,158	1,728,244
Charles	52,784	33,254	1,727,982
Chesapeake	31,428	22,000	1,874,569
Dundalk	30,346	19,725	1,010,400
Essex	61,595	38,805	3,142,550
Montgomery	133,787	84,286	5,941,084
Harford	90,413	58,769	2,288,426
Howard	26,953	17,520	1,200,860
SUB-TOTAL	956,596	607,183	$36,302,864
TOTAL ALL PUBLIC INSTITUTIONS	4,114,845	2,463,248	$186,048,064

Funded Expansion of Public Institutions

The previous tables show the existing space and that added during the period 1970-72 (inclusive). The respective State boards and agencies have funded or earmarked construction funds to alleviate shortages in facilities at the several institutions. Table 3-7 tabulates the amount of space for each institution which has been funded. This Table was derived from the Capital Budget FY 1974 as published by the Department of State Planning and from construction status reports published by the State Board for Community Colleges. Where these reports gave square feet, the net assignable square feet (NASF) was computed; likewise NASF was converted to gross square feet for community colleges. Site improvement and renovation projects are not included in these tables.

16. STUDY OF THE STATEWIDE MASTER PLAN FOR COMMUNITY COLLEGES IN MARYLAND 1973 - 1983

The Statewide Master Plan for Community Colleges in Maryland, 1973-1983 as formulated by the Maryland State Board for Community Colleges was reviewed by a Sub-Committee of the Council, chaired by Mr. Don Kendall with Dr. Henry Welcome and Mr. Ellery Woodworth, serving as members. The Committee recognized that this initial plan accomplishes much in projecting the extent of growth of individual colleges with resulting needs for facilities, and formulates a planning process bringing together collectively for the first time the plans of the existing Community Colleges. The provision for review of existing programs according to stated criteria, increased liaison with secondary schools in occupational areas, and provision for faculty and course evaluation were significant steps. The Committee, however, found some areas of the plan with which it disagreed. The following detail the major areas of disagreement. The Council accepted the following report and recommendations at its November 15, 1973 meeting.

Objectives of the Plan

The "Master Plan for Community Colleges" presents fourteen objectives for the plan which appear to be appropriate but not adequate in defining the State's role in providing community college education for the citizens of Maryland, nor the extent to which the individual community colleges in the State should be coordinated into a system which would allow for movement of students among the various colleges to take advantage of a particular institution's unique resources. The "Plan" rather advocates a "non-system" of individual community colleges which have locally initiated and controlled budgets, general policies of operation, and determination of need for new colleges, campuses, and buildings.

The Committee believes that the State's role in providing community college education needs to be made clear, and further that this State role should be viewed as that of a "full partner" who is providing a large proportion of the operating and capital funds, and who has responsibility in providing a full range of educational opportunities to its citizens in the most economic and efficient way possible. A "Master Plan for Community Colleges" should provide the framework which facilitates accomplishment of the State's role; the Committee finds this framework lacking.

The Committee suggests that an appropriate framework to provide for accomplishing the State's role in community colleges must include mechanisms for State budget review for determination of the extent to which the State will provide program support, leadership in identification of new community college and campus locations based on projected need and utilization, establishing general policies within which the colleges are expected to operate, assistance and leadership in facility planning, provision of access to unique programs at all institutions for students from outside the county, and coordination of the community colleges with the other segments of higher education in the State.

Financing

The Community College Plan recommends that the present

system of State support to community colleges be continued at a higher level, and further that a discretionary fund be provided the State Board for Community Colleges "to permit a differential level of supplemental funding in accordance with guidelines established by the State Board for Community Colleges."

The Committee believes that this method of funding when viewed from the wider perspective of the State system of higher education may be detrimental to the State's interest.

When the community colleges were small, the total cost to the State was also small. However, as enrollments have increased the State's share has increased to the current 35 million dollars annually (about 20% of the State's money for institutions of higher education), and will be perhaps twice that or 70 million dollars annually in 10 years. This money is guaranteed to the community colleges by the State, based only on student numbers, to conduct any program which the community colleges deem appropriate. The State Colleges and the University on the other hand must submit budgets to the State which are becoming more program oriented and which are subject to State review as to program priority and availability of State funds. Since higher education represents but one function of State responsibility, the total dollars for higher education are more or less fixed. Therefore, if one segment receives a disproportionate share of the available funds, fixed only by numbers of students, the other two segments must receive less funds regardless of priorities. The Committee believes that this problem must be addressed in the future, particularly as the Community Colleges continue to grow and absorb an even larger proportion of the available State funds.

For the present, however, the Committee believes that the State Board for Community Colleges should perform two functions in the budget cycle not proposed in the Master Plan.

1. Each Community College should be required to submit its budget to the State Board for Community Colleges using the budget format and cirteria proposed by the Maryland Council for Higher Education. The State Board should approve the operating expenditures in each activity and certify that they are eligible for State support.

2. The State Board for Community Colleges should exclude full time equivalent students enrolled in programs not approved by the Maryland Council for Higher Education from the computation for State aid. Full time equivalent students enrolled in non-degree programs and courses that the State Board for Community Colleges declare to be ineligible for State aid should continue to be excluded from the computation for State aid.

The two actions proposed above would allow for the State to take into account its own priorities while at the same time allow the local community to carry on any program that it deems appropriate. The first step would allow the State to determine the total expenditure that it would share in with the community, and the second would rule out State participation in very low priority programs and courses.

New Colleges, Campuses, and Facility Planning

The Plan states that "Establishing new community colleges, determining the need and location for new community college campuses, ... and initiating planning for new facilities are all responsibilities of the local boards of trustees".

The Committee believes that a Master Plan in order to be effective must provide an organized mechanism that looks not only at possible new colleges or campuses but alternatives to provide community college education to all students of the State regardless of their geographic origin. Local groups through their own initiative are not likely to have the kinds of information and data available that will allow them to make enlightened decisions. This is not to say that local participation is not required; on the contrary, it is essential. The leadership role, however, should be shared with those groups having the wider perspective and access to the planning data which permits identification of unmet educational need. In this way, a "system" can take full advantage of all the educational facilities that are available throughout the State.

General Policies of Operation

The Committee feels that the State Board should set general policies for operation of the community college in all areas, not merely state that the individual colleges should set policies. For example, one recommendation states that "Community Colleges should establish tenure or other retention policies". Another states "Community Colleges should incorporate within their published policies, appropriate provision for the recognition of non-traditional credentials". The Board should state guidelines within which each college may operate.

Student Access

The Committee feels that the "Master Plan for Community Colleges" does not deal with the problem of the movement of students across county lines to pursue programs not available to them in their home county in a way which will produce a realistic answer to the problem. The Plan suggests a system of "charge back" among counties. The "charge back" proposal is of course not new, and the history of attempted charge back legislation is replete with opposition from the counties and lack of success. It is appropriate, therefore, that the Board consider alternatives to charge back which will accomplish the major objective – to provide educational opportunity to all the citizens of Maryland who can benefit from it.

At the present time, states in the Southern Region are examining graduate programs with a view toward providing exchange of students among states for unique programs so that all states do not have to develop similar expensive programs. The same arrangement should be even more possible in a "system" of community colleges within a single state.

The Committee believes that the State Board in cooperation with the Council should examine the possibility of alternatives to charge back legislation.

Coordination of the Community Colleges with other segments of Higher Education

The "Community College Plan" suggests that the State Board for Community Colleges "have the authority to approve community college program proposals", and further, that the "community colleges should be the only public institutions charged with the responsibility of providing transfer and occupational programs leading to certificates and associate degrees". The plan also attempts to define the role of the Maryland Council for Higher Education with respect to new program proposals.

The Committee believes that final program approval for all segments of higher education should rest with the Council because the Council is the only Statewide agency capable of assessing all the available resources — both within and outside the State, public and private, and has the statutory function of coordination. The State Board for Community Colleges on the other hand should play a significant role in assessing and improving the quality of existing programs. The State Board also has an important role in developing mechanisms for coordinating community college occupational programs with those offered in the public school system.

It is conceivable that some associate degrees and certificates may be granted outside the community colleges. In some medical assisting programs, for example, it may be more effective to have the students trained in conjunction with a medical school so that the doctors may also be trained in the proper use of assistants. The Committee would not endorse a blanket coverage of any degree, although in most cases it would be appropriate for only the community college to offer associate degrees and certificates.

1973 COUNCIL PUBLICATIONS

ADMISSIONS AND FINANCIAL AID INFORMATION FOR PUBLIC AND PRIVATE COLLEGES AND UNIVERSITIES IN MARYLAND, October 1973

A REPORT CONCERNING THE FINANCIAL CONDITION OF PRIVATE HIGHER EDUCATION IN MARYLAND AND THE STATE'S RELATIONSHIP TO THESE INSTITUTIONS, June 1973

COMPLETE TEXT OF MCHE STUDENT TRANSFER POLICIES, 1973

HIGHER EDUCATION DATA BOOK, 1973

HIGHER EDUCATION FACILITIES CLASSIFICATION AND INVENTORY PROCEDURES MANUAL, June 1973

HIGHER EDUCATION LAWS OF MARYLAND, 1973

PROGRAMS IN MARYLAND PUBLIC AND PRIVATE COLLEGES AND UNIVERSITIES, 1973

STATE DIRECTORY OF HIGHER EDUCATION INSTITUTIONS AND AGENCIES IN MARYLAND, September 1973

SUMMARY OF HIGHER EDUCATION LEGISLATION ENACTED BY THE 1973 GENERAL ASSEMBLY, April 1973.